

As part of Toowoomba Anglican School Kindergarten Behavior Management Policy, specific details in regard to the Kindergarten's approach to issues of bullying are described in the anti-bullying policy. The Kindergarten has a duty of care to all children who attend as well as educators and staff who work within the Kindergarten.

The Kindergarten is committed to providing a safe and caring environment, which fosters respect for others. This Kindergarten will not tolerate bullying behaviours. We are committed to providing a supportive program for all stakeholders including targets, bullies and witnesses.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Duty of Care
- Child Protection Act 1999 and Regulations 2000
- Family and Child Commission Act 2014
- NQS Area: 2.1.1; 4.2.1; 5.2; 6.1.1, 6.1.3; 6.2.1, 6.2.2; 7.1.2;

Associated Documents

- Behaviour Management,
- Communications,
- Grievance and Complaints,
- Inclusion and Anti-Bias,
- Observational Recording,
- Respect of Children.

Procedure

Educators will:

- Model caring and tolerant behaviour towards children, parents and other staff members;
- Manage all observed or reported incidences of bullying as set out in this policy under "Responding to a Bullying Incident";
- Carefully monitor children's behaviour while participating in any of the Kindergarten's programs or activities;
- Encourage children to report any incidents of bullying that they are either involved in or witness;
- Protect the target from further harm;
- Assist the bully to change his/her behaviour; and
- Keep a record of bullying behaviour by completing a Kindergarten incident report.

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Children will be encouraged to:

- Report any incidents of bullying that they are either involved in or witness;
- Help someone who is being bullied;
- Do everything they can to keep the play safe and happy; and
- Use the strategies that they have been encouraged to use to deal with a bullying incident.

Parents will be encouraged to:

- Encourage their child to report if they are bullied;
- Watch for signs of bullying and speak to educators if their child is being bullied or they suspect bullying;
- Work with the Kindergarten in seeking a permanent solution;
- Model caring and tolerant behaviour when interacting with children, educators or other parents; and
- Promote strategies that enable their child to feel empowered and confident if they have to deal with a bullying incident.

Responding to a Bullying Incident

The Kindergarten is committed to implementing positive and permanent solutions to bullying. Educators, children and parents will work together to stop all bullying as part of the 'no tolerance' approach.

In the event that an educator needs to respond to an observed or immediately reported incident (either by witness, victim or third party), while such incident may still be occurring, the following procedure will be implemented:

- Educator will intervene and discuss with the children involved and witnesses. Mediation may be conducted between children with the aim to find an appropriate solution to the problem. Children are encouraged to use conflict resolution strategies. A back-up plan is considered in the event that the first solution proves unsuccessful.
- Agreed solution implemented. Back-up plan implemented if necessary.
- Incident recorded on appropriate forms.

For reports of repeat incidents (either by witness, victim or third party):

- Interview with Director of Kindergarten, parents notified. Appropriate report on incident and management details completed. Appropriate consequences for incident discussed and implemented.
- Monitoring of implementation of consequences.

Further offences may result in suspension from the Kindergarten. Re-entry may require an agreed behaviour contract.

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The Kindergarten's responsibility for the child begins when she/he enters the premises and ends when the child leaves the premises in keeping with the Policies and Procedures set out below. For the safety and protection of children, and in keeping with Duty of Care considerations, our Kindergarten has strict procedures regarding the arrival and departure of children and particularly the persons who may collect children.

The laws and other provisions affecting this policy include:

- Education and Care National Law Act, 2011
- Education and Care National Regulations
- Education and Care Services National Law (Queensland) Act
- Commission, Young People and Child Guardian Act 2000
- Duty of Care
- NQS Area: 2.2.1; 2.3.2; 4.1; 4.2.1, 4.2.2; 6.1.1, 6.1.3; 6.2.1; 7.1.1, 7.1.2

Associated Documents

- Commitment Statement – Children Safety and Wellbeing
- Educational Practices, Planning and Program Evaluation
- Monitoring Persons Entering and Leaving Premises

Procedure

Hours of Operation

Kindergarten Program: 8:00am to 3:00pm

All children will be signed in and out by the parent/guardian or other person (authorised nominee) whom the parent/guardian has nominated on the enrolment form and "Authorisation to Collect" or subsequently in writing, as being authorised to do so. The authorised person to collect (including sign-in and sign-out) must be an adult 18 years or over.

Absences and non-signature sessions will be marked on the classroom sign in sheets by staff and these will be noted on the OWNA attendance system as soon as practicable.

The Kindergarten takes responsibility for the child from the sign in by the authorised person until the child is signed out by the authorised person.

Educators will, where it is possible without unreasonably endangering any person, not allow children to leave the Kindergarten unaccompanied, or to be released to a person other than the parent or guardian of the child, or to an authorised nominee as permitted under the above procedure. If in doubt, the Director or Nominated Supervisor will contact a parent/guardian immediately to discuss.

Where no written authority has been received, the parent or guardian may give permission by email, (as the first preference) or by telephone for an alternative person to collect the child. The

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parent must provide the name and description of any such person and proof of their identity will be required on arrival.

Late Arrivals and Departures

If at closing time children have not been collected, or parents have not made arrangements for collection within 15 minutes of normal closing time or closure of the program, the parents/guardians will be contacted on the most recent numbers, and if necessary emergency numbers, provided by the parent/guardian.

In the event there is no response from contact numbers or parents are unable to arrange collection, advice will be sought from the Nominated Supervisor and/or police.

Children Leaving without Permission

If a child leaves the Kindergarten in any other circumstances and for any reason without permission, the Nominated Supervisor will assess the situation immediately and will call the police and a parent/guardian as quickly as reasonably possible.

Educators will not leave the Kindergarten to pursue a child if:

- It will, or may leave the other children in the Service with insufficient supervision; or
- It will, or may expose that staff member to an unacceptable risk of personal harm.

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The Toowoomba Anglican School Kindergarten strives to provide a safe and suitable environment for all children attending the service. Children with particular health needs, such as Asthma will be supported through the creation of an Asthma friendly environment in accordance with the recommendations of the Asthma Foundation of Queensland.

The laws and other provisions affecting this policy include:

- Education and Care National Law Act, 2011
- Education and Care National Regulations
- Education and Care Services National Law (Queensland) Act
- Duty of Care
- Work Health and Safety Act 2011
- Health (Drugs and Poisons) Regulation 1996 and supporting regulations Medicines and Poisons Act 2019 (MPA); Therapeutic Goods Act 2019 (TG Act (Qld))
- NQS Area: 2.1, 2.1.2; 2.2.2; 2.3.2; 4.2.2; 6.1.1, 6.1.2, 6.1.3; 7.1.3

Associated Documents

- Commitment Statement – Children Safety and Wellbeing
- Emergency Health and Medical Management
- Enrolment
- Excursion
- General Health and Safety
- Illness and Injury
- Medical Conditions
- Medication
- Preventative Health and Wellbeing

Procedure

The Kindergarten;

- will ensure that at least one Educator is in attendance at any place children are being cared for, and immediately available in an emergency, with the following qualifications;
 - Senior First Aid Certificate
 - CPR Certificate
 - First Aid Management of Anaphylaxis training
 - Asthma First Aid and Management training
- Will provide opportunities for all staff to participate in and receive regular education on Asthma and appropriate management strategies. As per the Health (Drugs and Poisons) Regulation 1996, a person is considered to have appropriate Asthma Management training if they have completed a training course, of at least one hour, and are issued with a certificate identifying the successful completion of training in the specific learning outcomes.

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- Will make Educators aware of children who suffer from Asthma (including the various triggers), and manage the risks of this appropriately within the Kindergarten's risk management plan. These triggers may be food intolerances or environmental.
- Action plans are displayed in the Kitchen area for all staff to access quickly as well as included in the Excursion folder/bag.
 - Will ensure a supply of Asthma medication is held for cases of emergency respiratory distress. A first aid qualified Educator trained in Emergency Asthma Management Procedures can administer this medication.

The Parent:

- Is required to provide an Asthma Plan from their General Practitioner or Specialist, which includes the following information;
 - Individual Asthma triggers
 - Types of medications used
 - Administering of medication
 -
- Must supply pharmacy labelled Asthma medication.
- Meet with their child's teacher to complete the Kindergarten Risk Minimisation Form and Communication Log.

All Asthma medication provided by families and administered by Educators must be in accordance with the Medication Policy.

Please note: This policy has been developed in accordance with the recommendations of the Asthma Foundation of Queensland. Further information can be accessed from <http://www.asthmaqld.org.au>

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At the Toowoomba Anglican School Kindergarten we aim to provide an environment in which there is acceptable behavior and where children learn to respect themselves, others and their environment. We believe that when children know how they are expected to behave they are free to play and learn within a safe educational setting. It is our goal that through a balanced behavior management approach that our children will be guided and nurtured to develop cooperative, self-controlled, self-confident, independent and social skills.

Our staff have adopted a guidance approach to managing children that encourages us to teach children how to be considerate of others and to think about the effects of their actions on others.

This comprises (Porter, 2016):

- developing in children a sense of right and wrong so that, even without supervision, they act considerately because it is the right thing to do.
- teaching children to manage their emotions so that their outbursts do not disturb those around them but, more importantly, so that they themselves learn to cope with setbacks in life.
- teaching children to cooperate so that all can have their needs met.
- giving children a sense of potency – that is, a sense that they can make a difference to themselves and their world and can act on their values.

It is essential that behaviour management is consistent as this minimises confusion and ensures that children are clear about what behaviour is expected from them and from each other. Some causes of inappropriate behaviour include; anger and frustration, boredom, desire for attention, imitation, tiredness, excitement, jealousy, social clumsiness, high activity levels and too much choice or lack of choice. Our behaviour management strategies may depend upon the personality of the individual child, their developmental level and the probable cause of the behaviour. The staff aim to provide children with an understanding of the limits of acceptable behaviour, the reasons for these limits, consistency in the management of our behaviour, and to provide good role models for acceptable behavior. To do this the staff aim to provide a warm, safe, happy and secure environment as the springboard from which learning can occur.

Strategies for Behaviour Management

Our Behaviour Management strategies takes into account the children’s developmental understandings and abilities, recognising that needs and behaviours change as children grow and mature.

- All staff share responsibility in managing the children’s behavior however the Director of Kindergarten and Kindergarten Teachers are key staff members to consult when situations occur.
- We require all staff, volunteers and children to provide a positive model of behavior by treating children, parents and one another with friendliness, care and courtesy.

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- Staff and volunteers use positive strategies for handling behaviour and conflict by helping children find solutions in ways which are appropriate for the children's age and stage of development i.e. distraction, praise and reward.
- We acknowledge and accept the child's feelings of anger, frustration or jealousy, even if the reaction seems out of proportion to the cause. The feelings are distinguished from what the child actually does about the feelings. The child is encouraged to talk about their feelings. For example, it is made clear that bad feelings are not bad, only the response (action) to those feelings is unacceptable.
- In situations where a child has undesirable behaviour, staff will use a redirection strategy to calm the situation.
- We recognise that codes for interacting with others may vary between cultures and require staff to be aware of and respect those used by our families and children.
- We provide a balance of quiet activities and vigorous active ones.
- We give attention to both parties involved in a dispute. We try to empower the children to express how they feel to one another in the conflict situation.
- We respond in a calm but firm manner, indicating to the child what is expected and what choices the child has.
- We help the child to realise the consequences of his or her actions.
- When a child is physically hurt, normal accident procedures apply.

If the strategies listed above are not successful, the child/ren may need to spend time with a staff member to help re-focus or discuss appropriate behaviours. In repeated cases such as deliberately harming another student or swearing, the Head of Primary/Nominated Supervisor and parents will be informed.

- If a child's behaviour is an ongoing concern, parents of the child will be informed and consulted to determine if there are other factors affecting the child's behaviour. Strategies can then be developed which are consistent with the family's child rearing practices.
- The Head of School, Head of Primary/Nominated Supervisor, Kindergarten Director and/or Teacher may encourage parents to consult external professionals with behavioural management expertise to assist with a situation.
- If any parent is concerned regarding a child's behaviour at the Kindergarten, we highly encourage them to speak to the Kindergarten Director. Each situation will be considered on a case by case basis. Behavioural expectations vary greatly among different cultures, social groupings and child rearing practices. Adults' feelings about behaviour management are affected by their own background, culture and what they experienced as a child.

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Rationale

Toowoomba Anglican School acknowledges that by maximizing awareness of the potential hazards of chemicals and equipment, we reduce the risk of harm to educators, children and families by ensuring dangerous products are safely stored and their use is minimized in all areas of our education and care service. The Kindergarten endeavours to provide a safe environment where chemicals and hazardous equipment are safely stored away from children in a secured cupboard within the Centre and are stored and handled appropriately.

Procedure

Dangerous products used within the Kindergarten will be categorized into the following groups:

- Hazardous chemicals and substances
- Dangerous goods
- Poisons
- Drugs – including medications
- Miscellaneous dangerous products

The Approved Provider will ensure that every reasonable precaution is taken to protect children being educated and cared for by the Kindergarten from harm and any hazard likely to cause injury.

Requirements

The Nominated Supervisor will:

- Ensure that there are emergency procedures and practices for accidental spills, contamination and corresponding first aid plans for all dangerous goods handled and stored in the Kindergarten.
- Ensure that, at all times, there is an Educator on the premises with first aid qualifications.
- Ensure that there are appropriate storage facilities in the Kindergarten in which dangerous products are stored. Dangerous products will preferably be stored in areas of the Kindergarten that are not accessible to children or in cupboards fitted with childproof locks
- Develop a hazardous substances register and a risk assessment for any dangerous materials stored in bulk within the Kindergarten premises. The register will record the product name, application, whether the MSDS is available, what class risk the chemical has, controls for prevention of exposure required, what first aid, medical or safety action should be taken if a person is exposed.

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Teachers and Educators will:

- See medical advice as needed by contact the Poisons Information Line – 13 11 26 or by calling 000.
- Wear personal protective clothing when handling dangerous materials.
- Strictly adhere to the 'Directions for use' on the product label.
- Ensure that children do not have access to the storage area and to educate children about the dangers of chemicals
- Dispose of all products safely, in accordance with the manufacturer's instructions on the product label, Work Health and Safety regulations and Council by-laws.
- Consider minimising the use of dangerous products in the Kindergarten and use alternate 'green cleaning' options.
- Complete daily and quarterly WHS checklists to ensure that any dangerous products used within the Kindergarten have current Material Safety Data Sheets (MSDS) and are stored appropriately.
- Store all dangerous products in well-labelled and original containers that preferably have child-resistant lids and caps.
- Only administer children's medications with family authorisation and in accordance with medical directions (Medication Policy). All medications will be stored in the Kitchen in a locked container.
- Attend professional development sessions to maximize their awareness of dangerous products, potential hazards and source chemical free methods to reduce possible hazards in the Kindergarten.

Teachers, Educators and the Nominated Supervisor will abide by legislative and statutory guidelines. Kindergarten staff have adopted sustainable practices and will resource environmentally friendly products

Effective Controls

The risk of injury or illness can be eliminated or minimised by preventing chemicals entering our body or reducing our exposure.

Chemicals can only enter our body by	Effective controls
Inhalation, eg. breathing in vapours, particles or gases	Good ventilation, face masks
Ingestion, eg swallowing residues after failing to wash hands after using chemicals and before eating	Wash hands after use, gloves

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KINDY CHEMICAL STORAGE POLICY

Absorption, eg through the skin or eyes	Good ventilation, eye protection and other PPE
Injection, eg unintentional skin penetration by needles or other sharp objects	Use tongs, gloves, handle items with care

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The Toowoomba Anglican School Kindergarten acknowledges that children will bring to the Kindergarten or carry with them certain items of personal belongings. This policy details the types of belongings that children may bring with them on a regular basis and the level of responsibility associated with bringing those belongings by various stakeholders.

The laws and other provisions affecting this policy include:

- Duty of Care
- NQS Area: 1.2.1; 2.1, 2.1.3; 3.1.1, 3.2.2; 6.1.1

Associated Documents

- Communications
- Educational Practices, Planning and Program Evaluation
- Enrolment
- Grievance and Complaints
- Inclusion and Anti-bias
- Respect for Children

Procedures

The Kindergarten:

- Will inform families through relevant newsletters and publications (e.g. Parent Information Handbook) of required appropriate personal belongings.
- Shall not take responsibility for any of the children’s personal property or belongings, but will endeavour to:
 - Actively encourage children to care for their own belongings and develop independence.
 - Remind children appropriately when belongings need to be placed in storage e.g. Lunch box into bag.
 - Provide suitable storage to keep safe (at parent/family or child request) any item of personal belonging which is either special, expensive or at risk of being damaged.
 - Lunchboxes will be stored in a refrigerator as per the Keeping Health in Child Care Education 5 Handbook.
- Shall provide appropriate storage for lost property which shall be available to children and families at all times.
- Parents will be notified about lost property via the Kindergarten blogs and/or newsletters.

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The Parent/Caregiver:

- Is responsible for providing the child with appropriate belongings and property required for active participation in activities at the Kindergarten. Such property may include (but is not limited to):
 - Footwear
 - Clothing
 - Hats
 - Bags and Lunch boxes
- Is asked to clearly name or label all personal property and belongings.

Any grievances or concerns relating to lost, damaged or stolen property of the children shall be documented and followed up, in accordance with the Grievance and Complaints Policy.

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KINDY COMMITMENT STATEMENT – CHILDREN SAFETY AND WELLBEING POLICY

Toowoomba Anglican School Kindergarten regards, as of utmost importance, its role in the protection of children in its care. This includes the Kindergarten’s moral and legal duties to care for children associated with the Centre whilst not in the care of their parents or other primary carers.

The laws and other provisions affecting this statement include:

- Education and Care National Law Act, 2011
- Education and Care National Regulations
- Education and Care Services National Law (Queensland) Act
- Child Protection Regulation
- Child Protection Act 1999
- Commission, Young People and Child Guardian Act 2000
- Commission for Children and Young People Amendment Regulation (No 1) 2006
- NQS Area: 2.3; 4.2.1; 7.1.1, 7.1.2, 7.1.5; 7.3.2, 7.3.5.

Related Documents

- All Kindy Policies

Procedure

All staff of the Centre shall be committed to providing an environment that is safe and promotes the wellbeing of all children at all times through:

- Requiring that all staff, including relief staff, sign a Code of Conduct.
- Requiring that all staff have an understanding of the policies outlined above.
- Ensuring all staff employment and training procedures are used so that the Centre employs suitable people and conducts adequate orientation.
- Ensuring all staff are providing a safe physical environment as far as reasonably foreseeable, when setting up for all activities
- Children are actively supervised to ensure that they are protected from harm caused by:
 - physical injury; or
 - harassment and other non-physical harm to the child, whether caused by other children, staff, parents of other children or any other person.
- Educators seek to ensure that they are not alone at the Centre with a child, except in an emergency.
- Educators will supervise all areas available to children, completing the Supervision plan when outdoors
- Written parental permission will be obtained for children to be photographed at the Centre/School. This information will be collected at time of enrolment.

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KINDY COMMITMENT STATEMENT – CHILDREN SAFETY AND WELLBEING POLICY

- Educators will instruct the children to inform them when going to the toilet and will ensure that the Toileting Policy is followed at all times.
- All staff and volunteers are to comply with legal requirements to apply for, and hold, the appropriate Blue Card requirements under the Commission Young People and Child Guardian Act 2000.

Toowoomba Anglican School will comply with legal requirements to hold a current positive suitability notice under the Commission Young People and Child Guardian Act.

The Nominated Supervisor acts as, or has designated an appropriate person to act as, Quality Officer for the Centre and in this capacity:

- Ensures all Blue Card information is kept by the School under the regulations and copies are kept in staff records at the Centre; and
- Ensure that the Kindergarten and its staff are aware of all legislative requirements and changes relating to the protection of children, including under the Education and Care Services National Law Act 2010, Commission Young People and Child Guardian Act 2000 and other relevant legislation.

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The Toowoomba Anglican School Kindergarten recognises and acknowledges the importance of its local community and seeks to act as a responsible neighbour and community member, both in the interests of its community and of enhancing the experience of children as members of the community.

The Kindergarten recognises and acknowledges the importance of effective communication with families and strives to encourage their participation to enhance the service provided. Families are welcome to attend the Kindergarten or talk to the Director or their child's teacher during its hours of operation. We encourage families to voice any concerns and provide feedback in a way that will assist the Kindergarten in providing a better service.

The laws and other provisions affecting this policy include:

- Education and Care National Law Act, 2011
- Education and Care National Regulations
- Education and Care Services National Law (Queensland) Act
- NQS Area: 1.1.3; 1.3.3; 2.1.1, 2.1.2; 2.2.1; 4.1; 4.2.1; 6.1; 6.1.1; 6.1.3; 6.2.3; 7.2.1; 7.2.3

Associated Documents

- Anaphylaxis
- Arrivals and Departures of Children
- Asthma
- Behaviour Management
- Commitment Statement – Children Safety and Wellbeing
- Community Code of Conduct and Participation
- Complaints Handling
- Enrolment
- Excursions
- Food Compliance
- Grievance and Complaints
- Inclusion and Anti-Bias
- Infectious Diseases
- Information Handling
- Kindergarten Handbook
- Medication
- Sun Safety

Procedure

Families

On enrolment, a Kindergarten Handbook will be provided as part of the Centre's enrolment package. The information contained in this Handbook is based on the Centre's policies and procedures and should be used as a reference. Online access to the Handbook is available at all times, through the School's website

Parents will be able access to meet with the Director of Kindergarten by appointment, to discuss any issues or concerns with respect to their child and/or the Kindergarten. Information is available to families about their child which includes documentation of their child's learning, development and participation in the program.

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Information provided by families relating to their child’s participation in the program will be documented and stored as appropriate.

The Kindergarten will treat all enquiries and concerns, and the persons making them, seriously and with respect and will endeavour wherever possible to answer questions and provide required information. Regular parent surveys will be made available for parents/community to provide feedback.

Any identified matters at the Centre which are raised through this process, and will be taken into account by modifying or enhancing these Policies and Procedures, or the program, as appropriate.

The Director of Kindergarten may refer families to information relating to appropriate community support and resource agencies that are accessible and available at the parent sign in/notice board area.

Information for parents will also be communicated through:

- TASS;
- regular newsletters;
- parent sign in and notice board area;
- regular meetings between educators and parents;
- notices given to parents when there are matters of changed policy and it is important for the changes to be communicated before the next newsletter or monthly meeting;
- Toowoomba Anglican School website and App mobile device.

Community

The Centre will hold current contacts and information on relevant community resources, and educators will be made aware of them through regular staff meetings.

The Kindergarten Handbook makes it clear that families have access to information on relevant community resources for their children, and the Nominated Supervisor and Director ensures that they are indeed available on request by parents.

Members of the community will be able to meet with the Head of School, Head of Primary/ Nominated Supervisor by appointment (provided that parents and children of the Centre are the greater priority), to discuss any issues or concerns with respect to the Kindergarten.

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KINDY COMMUNITY GUIDELINES AND PARTICIPATION POLICY

Toowoomba Kindergarten strives to provide a safe and healthy workplace for employees and a caring and supportive environment for children and families. The School's expectations of community members conduct whilst attending the Kindergarten are clearly explained in the parent information package and are further supported by this policy.

The Kindergarten values the important role that parents and the community take in the overall development, understanding and awareness of children. For this reason, the Kindergarten shall endeavour to encourage parent participation and engage with the local and wider community in mutually beneficial and supportive relationships in an effort to support children's lifelong learning and recreational enrichment.

Referencing to 'Community' includes, but is not limited to, parents, guardians, care givers, volunteers, visitors etc.

The laws and other provisions affecting this policy include:

- Education and Care National Law Act, 2011
- Education and Care National Regulations
- Education and Care Services National Law (Queensland) Act
- Duty of Care
- Public Liability Insurance
- Commission, Young People and child Guardian Act 2000
- NQS Area: 1.1; 1.1.2; 1.3.3; 5.1.2; 6.1; 6.1.1; 6.1.2; 6.1.3; 6.2; 6.2.1; 6.2.2; 6.2.3; 7.1.1; 7.1.2; 7.2; 7.2.1; 7.3.2; 7.3.4

Associated Documents

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| <ul style="list-style-type: none"> • Arrivals and Departures of Children • Child Protection Policy • Communications • Compliance Management • Employee Orientation and Induction | <ul style="list-style-type: none"> • Excursions • Risk Management • Volunteer Handbook • Our Commitment ASC Code of Conduct for Anglican Schools and ECs |
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Procedure Guidelines

Community members shall be expected to communicate appropriately with all educators whilst dropping off or collecting their children, or other children as permitted to.

Appropriate communication shall include, but not be limited to:

- Appropriate Language (swearing or abusive language is not considered appropriate);
- Calm and considerate tone.

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Community members shall not be permitted to discipline verbally or in any other way the children of other families. Should a Community member have an issue or concern regarding the conduct of another child, family or employee, they shall bring this to the attention of the Director of Kindergarten.

Community members who breach the conduct expected of them whilst engaging with the Centre may be exposed to appropriate consequences which may result in the suspension of their family's enrolment with the Kindergarten.

The Police may be notified if conduct within the Kindergarten is threatening or violent.

Community Participation

Parents

The Kindergarten shall develop and implement strategies and processes that identify:

- Parent skills and interests suitable to the program;
- How such parent involvement will support the overall objectives of the Kindergarten and in particular program delivery; and
- When such parent skills and interests may be utilised as part of the program throughout the year.

Parents will be encouraged to participate in the Kindergarten through attendance at Service events.

Community

The Kindergarten shall develop and implement strategies and processes that identify:

- Accessible Community Resources;
- The methods in which such resources can be utilised e.g. excursions, incursions, support activities etc.;
- How such community engagement will support the overall objectives of the Kindergarten and in particular program delivery; and
- When such community resources may be able utilised throughout the year.

The Nominated Supervisor, Management and employees shall identify local and wider community resources, where mutually beneficial and supportive relationships require establishment or enhancement.

Families of the Kindergarten will be encouraged to suggest suitable and appropriate community venues that may be considered for excursions, incursions etc.

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Toowoomba Anglican School Kindergarten recognises that strategies must be in place to ensure ongoing compliance with relevant legislation. This policy is designed to identify the various legislation and government authorities where compliance is required and clear strategies for ensuring the Centre actively monitors compliance aspects.

The Kindergarten has developed, and will regularly review and update, written policies for conduct of the Early Years Learning Centre (including at least the matters required by the Education and Care Centres National Regulation 2011 and the National Quality Standards).

As part of the Centre’s risk management and compliance obligations, staff in conjunction with the Nominated Supervisor, shall be responsible to ensure that the Kindergarten complies with the Approval requirements under the Education and Care Centres National Law 2010.

The laws and other provisions affecting this policy include:

- Education and Care National Law Act, 2011
- Education and Care National Regulations
- Education and Care Centres National Law (Queensland) Act
- Duty of Care
- Commission, Young People and Child Guardian Act 2000
- Commission for Children and Young People Amendment Act (No1) 2014
- Privacy Act 1988
- Privacy and Data Protection Act 2014
- Information Privacy Act 2009
- NQS Area: 7.1.1; 7.1.2; 7.1.3; 7.2; 7.2.1; 7.2.2; 7.2.3

Associated Documents

- Child Protection Policy and Procedures for Reporting Harm
- Educational Practices and Planning
- Emergency Equipment and Facilities
- Facilities, Resources and Equipment
- Food Compliance
- Philosophy Statement
- Determining Responsible Person
- Risk Management
- TAS School Privacy Policy

Procedure

Managing Compliance

The Centre shall actively work towards compliance with:

- Education and Care Centres National Law, 2011 QKLG Funding Requirements and Regulations 2011;
- National Quality Standards for Education and Care Centres;
- Commission for Children and Young People and Child Guardian Act 2000;
- Commission for Children and Young People Amendment Regulation (No 1) 2006;

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- Work Health and Safety Legislation;
- Child Protection Legislation.

Compliance monitoring strategies shall be implemented including:

- Developing compliance checklists for use within the Centre on a regular basis such as, safety checklists;
- Updating the compliance checklists on a regular basis or as new information regarding changes to the implementation of regulations, legislation or standards becomes available;
- The Nominated Supervisor, working as the Workplace Health and Safety Officer for the Kindergarten, will ensure up to date policies and procedures, that reflect any changes in legislation.
- Acting on any relevant recommendations or notification to changes in compliance requirements immediately.

Information shall be made accessible to families, volunteers and employees regarding the Centre policies and procedures in relevant handbooks as well as having access to a full copy of the Centre policies and procedures, located at the Centre’s foyer.

Information shall be dispersed to families, volunteers and employees through appropriate newsletters, flyers and other methods of communication.

Positive Notice Blue Card Compliance

Refer to the School’s overarching Blue Card Policy.

Quality Compliance

The School requires the Nominated Supervisor, or her/his nominated delegate to act as Quality Officer to:

- check for, record and act on any non-compliances by the Centre or its employees with this Quality Compliance Policy or any Quality Areas; and
- to monitor changes in the Education and Care National Law Act, 2011 and the National Quality Standards (or any specific quality elements) which may affect or require a change to any of the Policies and Procedures of the Kindergarten.

The Nominated Supervisor/Quality Officer is to report on all such matters to the Nominated Supervisor, who will, in turn, report to the School.

The Kindergarten adopts a statement of ‘Centre Philosophy’, as part of its Policies and Procedures, which reflects National Quality Standard compliance as a minimum, but which truthfully reflects the values promoted by Toowoomba Anglican School within the Kindergarten.

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Educators are an important part of the Kindergarten and:

- are consulted as appropriate in the development and modification of all Policies and Procedures;
- are provided with an up-to-date Educator Handbook, containing relevant information necessary to enable them to abide by Kindergarten Policies and Procedures;
- agree to adhere to all values, policies and procedures, through written terms of employment and position descriptions, including acceptance that repeated failure to comply may result in termination of employment.

The Nominated Supervisor is responsible to conduct regular informal assessments, and with the Director of Kindergarten, conduct formal annual performance reviews, of all employees' adherence to Policies and Procedures and to take immediate appropriate steps to address non-compliances.

The Statement of Philosophy is displayed on the wall of the Centre, in the Educator Handbook, and in the Kindergarten Handbook and enrolment materials.

Children and families are an important part of the Kindergarten and:

- are actively invited to participate in decision-making and Policy development wherever appropriate;
- are kept informed of all Policies and Procedures, and their means of communicating with the Centre, through a Kindergarten Handbook and regular communications from the Kindergarten via email, blogs, etc.

In addition to this General Quality Compliance Policy, the National Quality Standards requirements of the current legislation are incorporated into the specific Policies and Procedures of the Kindergarten.

Policy Development, Sourcing and Review

The Kindergarten shall develop Policies and Procedures which reflect the true nature of the Kindergarten's operations.

The Kindergarten, as part of Toowoomba Anglican School, which is owned by the Anglican Diocese of Brisbane, will adopt the Policies and Procedures mandated by the Dioceses; including Child Protection and Procedures for the Reporting of Harm. These policies and procedures will be updated when requested by the Diocese.

Sourcing of policies shall, where possible, include reference to expert documentation, resources, guidelines and principles as associated with such policy.

Sourcing of policies from electronic sources including the internet shall include a date in which such source was accessed. Policy sourcing should also be mindful of other provisions such as copyright laws and appropriate referencing styles. Relevant Laws and other Provisions shall be articulated and considered also as policy reference and source points.

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Policies shall be reviewed annually, according to a predetermined schedule or as required.

Policies shall be dated at ratification and for review.

Approval Requirements

An application for Provider Approval must be made, in writing, to the relevant Regulatory Authority prior to the Centre being operational.

An Approved Provider may apply, in writing, to the Regulatory Authority for Centre Approval to operate an education and care Centre if the Approved Provider is, or will be, the operator and will be responsible for the management of the staff members and Nominated Supervisor for that Centre.

Information required to be provided to the Regulatory Authority as part of the Centre Approval process includes, but is not limited to:

- The location and street address of the proposed Centre.
- Plans prepared by a building practitioner showing the location of;
 - All buildings, structures, outdoor play and shaded areas
 - Location of entry and exits
 - Location of toilets and hand washing facilities
 - Floor plan showing unencumbered indoor and outdoor spaces
 - Calculations verifying regulated space requirements

As part of the Centre Approval process, a Nominated Supervisor for the Centre must be delegated in writing, and with their consent, to the Regulatory Authority.

Whilst the Kindergarten provides regular early childhood, the Approved Provider and the Nominated Supervisor are jointly responsible to ensure that the Kindergarten will not operate at any time if an appropriate person is not available.

Whilst the Kindergarten is approved to provide an early childhood and care Centre, the School and the Nominated Supervisor are jointly responsible to ensure that:

- The Centre complies at all times with the specific conditions of the approval applicable to the Centre.
- The approval is renewed and kept current in accordance with the legislation.
- The relevant current Centre Approval is kept on display at the Centre whenever the program is being provided.

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Toowoomba Anglican School Kindergarten recognises and acknowledges the diverse and changing circumstances of children’s families and shall endeavour to implement a best practice approach to managing the duty of care, whilst respecting the needs of parents and the legal environment surrounding family obligations.

The laws and other provisions affecting this policy include:

- Education and Care National Law Act, 2010
- Education and Care National Regulations
- Education and Care Services National Law (Queensland) Act
- Duty of Care
- Family Law Act 1975
- Privacy Act 1988
- Privacy and Data Protection Act 2014
- Information Privacy Act 2009
- NQS Area: 2.3.2; 4.2.2; 6.1.1, 6.1.3; 7.1.1; 7.1.12

Associated Documents

- Arrivals and Departures of Children
- Code of Conduct
- Communication,
- Enrolment
- Information Handling
- Respect of Children

TAS School Privacy Policy Procedure

The Kindergarten shall request that all families provide, upon enrolment of their child, certified copies of any legal documents and orders which may impact on the Kindergarten to implement a duty of care.

The Centre shall request that all families, upon changing circumstances within the family unit, update their enrolment and provide certified copies of any legal documents and orders which may impact on the Kindergarten to implement a duty of care.

The Kindergarten shall inform all employees of the intent of the court orders where it applies to them and impact on their capacity to manage their own duty of care and that of the Kindergarten towards the child/ren and family.

The Kindergarten shall endeavour to release children within the conditions as outlined in the certified documents and/or orders.

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KINDY COURT ORDERS AND CHILDREN IN CARE POLICY

The Kindergarten employees shall take a best practice approach to managing the needs of children and families with care and sensitivity and work with families to support them in the provision of care for their children.

Educators shall respect and maintain the confidential nature of the documents through application of privacy laws.

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The Kindergarten recognises that by providing access to creative and expressive arts opportunities for children, it encourages them to have fun, enjoyment, mastery and success. Children are encouraged to work collaboratively with Educators and other children, to initiate and contribute to experiences from their own ideas.

The laws and other provisions affecting this policy include:

- Education and Care National Law Act, 2011
- Education and Care National Regulations
- Education and Care Services National Law (Queensland) Act
- 'Belonging, Being and Becoming' Early Years Learning Framework
- NQS Area: 1.1.1, 1.1.2, 1.1.3; 1.2.1, 1.2.2, 1.2.3; 1.3.1; 2.2.1; 2.3.2; 3; 4.1; 4.2.2; 6.2; 6.2.2; 7.1.3, 7.2.1

Associated Documents

- Educational Practices, Planning and Program Evaluation
- Facilities, Resources and Equipment
- Observational Recording

Procedure

When planning creative and expressive arts experiences, individual children's needs, interests, ages and capabilities will be taken into consideration.

Educators will encourage children to actively participate in a variety of creative and expressive experiences including art and craft, singing, dancing and imaginative play. A range of collage and art materials will be made available to the children to assist with these experiences.

Educators will encourage and provide appropriate support for children to participate in new or unfamiliar creative and expressive arts experiences.

Educators will ensure the program provides a balance of planned experiences as well as those which are spontaneous and child initiated.

Educators will encourage children's efforts to extend and express themselves creatively by providing open ended resources and materials, musical instruments, dress-ups, CDs and/or a stereo.

When setting up creative and expressive arts experiences, Educators will set the area up in such a way as to:

- Promote safety for children of different age groups and capabilities;
- Stimulate children's interest and curiosity by being creative in their use of equipment and materials;
- Offer a range of challenges and experiences, inviting children to explore, discover and experiment;

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- Facilitate the inclusion of children with special/additional needs;
- Support children to create their own experiences. Educators will encourage children to help plan, set up and document creative and expressive activities and experiences. Educators will allow sufficient time and space for children to engage in sustained or extended activities based on the interest and capabilities of the children.

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As part of the Approved Provider obligations to obtain Service Approval, a Nominated Supervisor must be nominated, in writing to the Regulatory authority, to be the Nominated Supervisor for the Centre. The Nominated Supervisor is delegated by the Approved Provider to be in charge of the day to day operations of the Centre.

The laws and other provisions affecting this policy include:

- Education and Care National Law Act, 2011
- Education and Care National Regulations
- Education and Care Services National Law (Queensland) Act
- NQS Area: 4.2.2; 7.1; 7.1.2

Associated Documents

- Code of Conduct
- Compliance Management
- Information Handling
- Staff Recruitment and Release

Procedure

Determining the Responsible Person

- The Director of Kindergarten is the Responsible Person when they are onsite at the Kindergarten.
- The Nominated Supervisor, Teachers and Educators who have received, in writing, a letter from the Approved Provider and has accepted the position in writing, can be placed in the day to day charge of the Kindergarten.
- An appointed staff member, can be the Responsible Person at any given time, if the Director of Kindergarten is absent from the Kindergarten .
- The Responsible Person is required to sign in an out on the Centre’s approved system (Passtab).
- The designated Responsible Person’s name is displayed in the Foyer and it is the Responsible Person’s responsibility to ensure that their name is displayed.

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KINDY EDUCATIONAL PRACTICES, PLANNING AND PROGRAM EVALUATION POLICY

Toowoomba Anglican School Kindergarten is committed to providing quality outcomes for children through ensuring that Educators practices reflect the Centre’s philosophy and goals. The Kindergarten applies professional standards to guide Educators’ practices and decision making within the Kindergarten and provides opportunities for Educators to acquire the skills and knowledge to enable them to fulfill their role.

The Kindergarten will engage suitably qualified and experienced Educators to lead the development of the program and to ensure the establishment of clear goals and expectations for teaching and learning. The Director of Kindergarten will oversee the development and implementation of the educational program for the Kindergarten.

Staff/child ratios will be in keeping with, or better than, those set out in the Education and Care Services National Regulations 2011, 2013/2013 (QLD), 2014 (NSW). In setting staff ratios, consideration will be given to the activities undertaken, ages and abilities of the children and any special needs that the children may have.

Using an approved learning framework, the Director/Nominated Supervisor/Educational Leader, in consultation and collaboration with Educators, children and families plans, designs and provide programs catering to the children’s age, developmental needs, skills, interests and abilities through a variety of challenging and recreational activities. In providing opportunities for children, Toowoomba Anglican School Kindergarten recognises the importance of play, relationships, collaborative decision making and respect for diversity.

In order to ensure the programs of Toowoomba Anglican School Kindergarten are effective in delivering the objectives and learning outcomes as reflected in its Philosophy and Policies, the Kindergarten regularly reflects on, and evaluates, the structure, process and content of its programs.

The laws and other provisions affecting this policy include:

- Education and Care National Law Act, 2011
- Education and Care National Regulations
- Education and Care Services National Law (Queensland) Act
- ‘Belonging, Being and Becoming’ Early Years Learning Framework
- Commission, Young People and Child Guardian Act 2000
- Duty of Care
- NQS Area: 1; 2; 3; 4; 4.1.1; 4.1.2; 4.2.1; 4.2.2; 5; 6.1; 6.1.1; 6.1.2; 6.1.3; 6.2; 6.2.1; 6.2.2; 6.2.3; 7.1; 7.1.1; 7.1.2; 7.1.3; 7.2.1; 7.2.2; 7.2.3; 7.7.7

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Associated Documents

- Children's Property
- Communications
- Creative and Expressive Arts
- Facilities, Resources and Equipment
- Inclusion and Anti-bias
- Observational Recording
- Physical Activity
- Respect of Children
- Risk Management
- Sleep Rest and Relaxation
- Staff Recruitment and Release
- Sun Protection

Procedure

Education Practice

The Kindergarten will strive to ensure that Educators' practices:

- Foster children's self-esteem and confidence by allowing them to investigate, imagine and explore ideas as well as experiencing pride and confidence in their achievements;
- Empower children to make choices, guide their own play and extend their interests with enthusiasm, energy and commitment, through supporting them to understand, self-regulate and manage their own emotions in a way that reflects the feeling and needs of others;
- Promote children's sense of belonging, connectedness and wellbeing through consistently positive and genuinely warm and nurturing interactions;
- Support children's communication through engaging them in a range of methods from sustained conversations about their ideas and experiences to providing opportunities for Music, books etc.;
- Respect the diversity of families within the community and allow opportunities for children to broaden their understanding of the world in which they live through the investigation of histories, cultures, languages and traditions;
- Demonstrate flexibility in program delivery, incorporating children's ideas, culture and interest to ensure experiences are relevant and engaging as well as being creative in the use of equipment and materials to stimulate children's interest and curiosity;
- Support children to explore different identities and points of view through play and everyday experiences, acknowledge each child's uniqueness and are aware of, and responsive to, children who may require additional assistance to participate;
- Allow and assist children to document their learning experiences using various methods such as photographs, journals and/or art and craft displays;

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KINDY EDUCATIONAL PRACTICES, PLANNING AND PROGRAM EVALUATION POLICY

- Reflect on planning and implementation of activities in relation to 'Belonging, Being and Becoming' Early Years Learning Framework and Queensland Kindergarten Learning Guidelines through regular completion of activity observations and/or learning stories.
- Support all aspects of children's health, ensuring that their individual health and wellbeing requirements are met and support them to learn about healthy food, drink and lifestyle choices;
- Demonstrate a commitment to children's health and safety through role modeling hygiene and sun safe practices, complying with service policies and procedures relating to the environment and/or equipment and supporting children to negotiate play spaces to ensure the safety and wellbeing of themselves and others;
- Support a balance of indoor, outdoor, planned and spontaneous physical activities and passive experiences for children by encouraging participation in new and/or unfamiliar activities and accepting the children's level of involvement according to their skill and ability;
- Demonstrate a commitment to ensuring children are protected through compliance with service policies and procedures relating to the safety and/or collection of children in the care of the service;
- Demonstrate a commitment to regularly review and update knowledge and/or skills and practices in line with current professional standards and/or QKLG, EYLF guidelines through the development and implementation of a professional development plan, in conjunction with the Nominated Supervisor/Educational Leader and in line with identified service needs;
- Support other Educators to achieve the goals as outlined in the service philosophy and goals by sharing expertise, modeling best practice, providing feedback and leading discussions at regular team meetings;
- Support families through creating an inclusive and welcoming environment where sharing of information about their child is encouraged, concerns are responded to in a prompt and courteous manner, suggestions and/or ideas for improvement are acknowledged and additional support agencies are accessed if required;
- Support and encourage families and children's involvement in their local and wider community, through participation in appropriate projects and/or events and engaging children in sustainable practices within the service.

Educational Leader

The Approved Provider nominates a suitably qualified Educator as the Educational Leader for the program provided by the Kindergarten. The Educational Leader may be responsible for more than one program.

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The Educational Leader will be responsible to:

- Lead the development of the Kindergarten program, using the approved learning frameworks to inform and guide children’s learning and development, and ensuring that clear goals and expectations have been established;
- Ensure that curriculum decision making is informed by the context, setting and cultural diversity of the families and the community;
- Ensure that the foundation for the program is based on the children’s current knowledge, ideas, culture and interests;
- Ensure that each child’s learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluating;
- Ensure that critical reflection and evaluation of children’s learning and development is used for planning and to improve the effectiveness of the program;
- Mentor Educators in the implementation of the program, provide professional support to assist with further skills and knowledge and provide opportunities for ongoing reflection and feedback on current practices;
- Ensure that families have opportunities and support to be involved in the program and service activities as well as contributing to the review of service policies and decisions.

Educator Ratio

- In setting Educator ratios, the Director of Kindergarten will be guided by the Education and Care National Regulations 2011 and the transitional provisions for Queensland, which set out the following:
 - A maximum of 11 children (36 months to school age) to one Educator;
 - Educators must be working directly with children to be included in the ratios;
 - At least one Educator, with the required first aid qualifications, will be in attendance at any place children are being cared for, and immediately available in an emergency, at all times that children are being cared for by the service.
- Children who may require additional support, assistance or attention are considered. This may include extra Educators in accordance with funding and support arrangements for that child.
- For excursions, Educator ratios will be determined once a full risk assessment of the activity has been conducted. When setting these ratios, the following aspects of the excursion will be taken into account:
 - The proposed route and destination for the excursion;
 - Any water hazards and/or risks associated with water-based activities;

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- The transport to and from the proposed destination for the excursion;
- The number of adults and children involved in the excursion;
- Given the risks posed by the excursion, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialised skills are required (e.g. lifesaving skills);
- The proposed activities and duration of the excursion.

Educational Program Planning

A suitably qualified and experienced Educator will be identified as the Educational Leader for the Kindergarten.

The Teacher is responsible for having a written program plan prepared for each aspect of the respective room in the Centre. This program plan will be on display for everyone’s information.

The Educational Leader shall direct and monitor staff in the planning, development and implementation of programs and experiences for the children consistent with this Policy and, in particular, which:

- Takes a holistic view of children’s learning, focusing on their physical, personal, social, emotional and spiritual wellbeing;
- Are built around routines, i.e. arrival, hand washing, eating etc.;
- Includes a variety of activities and experiences that promote effective hygiene practices, good nutrition and healthy lifestyles;
- Include activities which would normally be a part of the life of children during hours outside of school;
- Demonstrate flexibility in program delivery by incorporating children’s ideas, culture and interest to ensure the experiences are relevant and engaging;
- Provide purposeful intentional teaching of QKLG and EYLF Learning Outcomes;
- Promote the children’s sense of belonging, connectedness and wellbeing by taking an interest in the individual needs, interests, diversity, views and abilities of the children;
- Provide a variety of indoor and outdoor experiences, open ended resources, natural elements and materials suited to the age, developmental ranges and diversity of all children attending the Service;
- Provide appropriate opportunities for children as individuals and small groups to follow and extend their interests;
- Provide appropriate opportunities for children to participate in physical play, accepting and acknowledging each child’s level of participation according to their abilities and interest;
- Provide appropriate opportunities for children to express themselves through creative and imaginative play, including elements of Music, Dance, Drama, etc.;

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KINDY EDUCATIONAL PRACTICES, PLANNING AND PROGRAM EVALUATION POLICY

- Provide appropriate opportunities for children to develop a range of life skills such as establishing and maintaining meaningful relationships, working collaboratively with others and self-regulating their own behavior;
- Take account of necessary modification and enhancements identified by staff as well as spontaneous child-initiated opportunities and moments of intentionality when required;
- Provide appropriate opportunities for children to broaden their understanding of the world in which they live by reflecting the broad multicultural and multilingual nature of the local community and demonstrating a positive approach towards diversity and Australia's Aboriginal and Torres Strait Islander heritage;
- Encourage and provides appropriate opportunities for families to participate in shared decision making and give feedback about the program and their child's learning;
- The principle of equal opportunity will be applied in this Kindergarten's program. Children, regardless of gender, cultural, racial, religious or other background, will be encouraged to participate in a wide range of activities.

The Educational Leader is responsible, in consultation with Educators, to continually recreate and adapt the indoor and outdoor environments to:

- Meet the needs and interests of all children, including their need for rest, relaxation or sleep;
- Facilitate the inclusion of children with special needs;
- Respond to the developing abilities and interests of all children;
- Ensure that all children in a multi-age group have positive experiences.

Children are encouraged to participate in decision making, with their ideas and opinions listened to and, if possible, acted upon. This facilitates children sharing ideas and questioning what happens at their service.

Where possible, the program allows and encourages children to complete projects they have commenced over a number of sessions.

Program and Documentation Evaluation

Educators will regularly seek feedback and information from families in relation to their child/ren and their participation in the programs delivered by the Kindergarten. This information may be gained through face to face conversations, surveys and/or newsletters.

Through regular team meetings, the Educational Leader, Educators and other staff will draw on the diverse knowledge, views and experiences of each other when reviewing the experiences planned for children to ensure that all children have opportunity to achieve the learning outcomes.

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KINDY EDUCATIONAL PRACTICES, PLANNING AND PROGRAM EVALUATION POLICY

Educators will be required to critically reflect on and evaluate activities, both planned and spontaneous, by using various methods including (but not limited to) observations, activity evaluations and learning stories, to ensure experiences provided meet the identified learning outcomes for the children involved. Critical reflection involves closely examining all aspects of events and experiences from different perspectives.

Children’s learning experiences and activities are documented in a variety of ways to assist with ongoing reflection, evaluation and assessment of their strengths, interests, behaviours and relationships. Documented experiences will be collated and displayed for families and children.

Families are invited at Parent Information Sessions and through the Kindergarten Handbook to contact the Teacher, Director of Kindergarten and Head of Primary/Nominated Supervisor at any time with any comments, complaints or suggestions relating to the programs provided by the Kindergarten.

On a regular basis at team meetings, the Director of Kindergarten and/or Head of Primary:

- Seek verbal comments from Educators in respect to the effectiveness of the programs delivered by the Kindergarten to ensure that the philosophy and goals are guiding the program and are achieved;
- Discuss with Educators the ways in which the program could be modified or enhanced as a result of any feedback or experience encountered in the delivery of the program. Written minutes will be taken at these meetings.

The Director of Kindergarten will, on a regular basis and taking into account the written evaluations of Educators, reflect on and evaluate the planned and spontaneous activities to ensure the identified goals and learning outcomes were achieved. These evaluations will assist with further programming of activities in collaboration with all Educators and children.

The Teachers and Educators will, through an ongoing process of critical reflection, self evaluation, monitor, evaluate and review the program delivery in line with the National Quality Standards and ensure they fulfill these policies and procedures and any other relevant obligations of the Kindergarten.

In seeking feedback from parents or Educators, the Director of Kindergarten will treat all complaints relating to the program respectfully in accordance with the Grievance Policy and, where necessary, take appropriate steps to seek to address genuine complaints quickly and effectively.

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Personal safety and security of children, educators and volunteers (all persons on the premises) are of prime importance whilst in attendance at Toowoomba Anglican School Kindergarten. Toowoomba Anglican School Kindergarten therefore takes a proactive approach to managing emergencies, developing emergency procedures and equipping educators and children with sound knowledge of them.

The laws and other provisions affecting this policy include:

- Education and Care National Law Act, 2010
- Education and Care National Regulations
- Education and Care Services National Law (Queensland) Act
- Duty of Care
- Work Health and Safety Act 2011, Building Fire Safety Regulation 2008
- NQS Area: 2.1.1; 2.3.3; 3.1.2; 7.1; 7.1.3; 7.2.2

Associated Documents

- Evacuation,
- Facilities, Resources and Equipment,
- General Health and Safety.

Procedures

Smoke alarms are fitted in each room and are tested regularly in accordance with the manufacturer's instructions.

Management in conjunction with the Health and Safety Representative will be responsible to ensure that:

- There is an alarm bell for sounding warnings of an emergency, which is kept in good working order, and tested regularly;
- Exits are easily opened and clearly marked with evacuation plans;
- There are appropriate fire extinguishers, properly installed and maintained and that educators have basic training in the use of the fire blankets and fire extinguishers kept at the venue. Locations of fire extinguishers are clearly indicated by appropriate signage.
- The School calls upon the advice of the Queensland Fire Service to provide up-to-date information on the appropriate measures which are required to comply with this aspect of this Policy.

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Toowoomba Anglican School Kindergarten recognises that occasions may arise where emergency management procedures may need to be implemented to preserve the health and safety of children and staff. Such emergency management applies to situations where a parent/guardian requests the School in writing to administer prescribed medication as directed by a medical practitioner, and/or assist with managing a specific health condition as well as where a particular emergency first aid response is needed.

In emergency situations, educators may be required to administer medication to preserve the life, safety and health of a child. These emergencies may occur for children with Diabetes, Epilepsy, Anaphylaxis and Asthma. The possible medication requirements include administering inhaled medication for Asthma, prescribed medications for Epilepsy, Diabetes and/or Anaphylaxis. Medications for Diabetes and Anaphylaxis are usually injected by a pen device and are not intravenous.

The laws and other provisions affecting this policy include:

- Education and Care National Law Act, 2011
- Education and Care National Regulations
- Education and Care Services National Law (Queensland) Act
- Work Health and Safety Act 2011
- Health (Drugs and Poisons) Regulation 1996 and supporting regulations Medicines and Poisons act 2019 (MPA); Therapeutic Goods Act 2019 (TG Act (Qld))
- Commission for Children and Young People and Child Guardian Act 2000
- NQS Area: 2.1, 2.1.2; 4.2.2; 6.1.2; 7.1.3

Associated Documents

- Medical Conditions
- Medication
- Anaphylaxis
- Asthma
- Chemical Storage
- Emergency Equipment and Facilities
- Enrolment
- Evacuation
- First Aid Waste Management
- General Health and Safety
- Hygiene
- Illness and Injury
- Infectious Diseases
- Information Handling
- Preventative Health and Wellbeing
- Respect of Children
- Risk Management
- Supervisions of Children and Educator Ratios

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Procedure

All educators shall have access to information about the children’s medical conditions, medication and management procedures required.

Written procedures (management plan) shall be clearly displayed on the central medical noticeboard for managing emergency situations which shall include information about:

- Contact numbers for family, medical practitioner and ambulance;
- Triggers, reactions, warning signs and symptoms of possible emergency;
- Instructions on first aid management from medical practitioner or recognised authority;
- Medication requirements, dosage and method of administration.

Children may have a personal management plan (located on the Medical Information Noticeboard in the TAS Kindergarten Kitchen) which would include information:

- Guidelines for participation in specific activities if required, such as swimming or high level physical games and activities;
- parent consent forms as required;
- Medical practitioner consent forms as required;
- Medication administration documentation;
- Parental signature for permission to display.

The Kindergarten will ensure that at all staff have a current First Aid and CPR qualification, Anaphylaxis Management and Emergency Asthma Management training as required by the Education and Care Services National Regulations 2011, is in attendance at any place children are being cared for, by the Kindergarten.

Medication shall be taken, as required, on excursions in an appropriate sealed container readily accessible to administering Educators.

In the event of emergency first aid being required, procedures as set out in the Illness and Injury Policy will be followed and in conjunction with a Action Management Plan that has been provided

An online incident form will be completed by the attending staff member as soon as possible following the incident. This form is to be read and signed by the parent and the teacher. The online version is forwarded to the Health Centre and Nominated Supervisor for signature. A copy of the online form will be stored on the School’s Complispace and a copy of the two signed forms will be stored on the student’s files.

The Approved Provider shall ensure that written reports are lodged with relevant authorities within the required time frame, if required.

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Toowoomba Anglican School Kindergarten expects that the Kindergarten employees (herein after including unpaid volunteers, visitors etc.) conduct themselves in such a way that is professional and in accordance with the philosophy and goals of the Kindergarten. Employees are expected to actively demonstrate a positive attitude towards their work, the School and the Kindergarten’s clients. The Kindergarten requires that all employees abide by the ASC Code of Conduct at all times during their interactions with children, families, community members and other employees. The Code of Conduct is supported by the Early Childhood Australia, Code of Ethics.

The Kindergarten adheres to and acknowledges the following legislation and documentation.

- ACECQA: Australian Children’s Education and Care Quality Authority
<http://www.acecqa.gov.au/>
- Education and Care Services National Regulations
<https://www.legislation.nsw.gov.au/#/view/regulation/2011/653>
- Education and Care Services National Law Act 2011
[http://www.legislation.vic.gov.au/domino/Web_Notes/LDMS/LTObject_Store/ltobjst10.nsf/DDE300B846EED9C7CA257616000A3571/BD3667B63EBB8317CA2581AC007CDF9C/\\$FILE/10-69aa010%20authorised.pdf](http://www.legislation.vic.gov.au/domino/Web_Notes/LDMS/LTObject_Store/ltobjst10.nsf/DDE300B846EED9C7CA257616000A3571/BD3667B63EBB8317CA2581AC007CDF9C/$FILE/10-69aa010%20authorised.pdf)
- Education and Care Services National Law (Queensland) Act 2011
<https://www.legislation.qld.gov.au/view/html/inforce/current/act-2011-038>
- 5th Edition Staying Healthy in Childcare
https://www.nhmrc.gov.au/files_nhmrc/publications/attachments/ch55_staying_healthy_childcare_5th_edition_0.pdf
- The Child Protection Act (1999) and all Child Protection in Anglican Education and Care Services Policies and Procedures
<https://s3-ap-southeast-2.amazonaws.com/digistorm-websites/tps/documents/Student-Protection/2017/Kindy-Child-Protection-Policies/Child-Protection-in-Anglican-ECS-Procedures-Final-Aug-2017.pdf?mtime=20170920093901>
<https://s3-ap-southeast-2.amazonaws.com/digistorm-websites/tps/documents/Student-Protection/2017/Kindy-Child-Protection-Policies/ECS-child-protection-Policy-Final-Aug-2017.pdf?mtime=20170920093902>
- The Working with Children Risk Management and Screening Act (2000, Reprint Current 1 January 2018) and Regulations (2011, Reprint current from 1 July 2017 to date
<https://www.legislation.qld.gov.au/view/html/inforce/current/act-2000-060>
<https://www.legislation.qld.gov.au/view/html/inforce/current/sl-2011-0148>

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- Convention on the Rights of the Child
<http://www.humanium.org/en/convention/>
- Tobacco Laws in QLD
<https://www.qld.gov.au/health/staying-healthy/atods/smoking/laws/index.html>
- NQS Area: 4.2; 7.1.2, 7.21, 7.23.

Associated Documents

- Educational Practices and Planning,
- Recruitment and Employment of Educators,
- Volunteer Handbook
- TAS Code of Conduct
- Our Commitment ASC Code of Conduct for Anglican Schools and ECS

Code of Conduct

In this Code of Conduct 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.

In relation to children, I will:

- Act in the best interests of all children.
- Respect the rights of children as enshrined in the United Nations Convention on the Rights of the Child (1991) and commit to advocating for these rights.
- Recognise children as active citizens participating in different communities such as family, children's services and schools.
- Work with children to help them understand that they are global citizens with shared responsibilities to the environment and humanity.
- Respect the special relationship between children and their families and incorporate this perspective in all my interactions with children.
- Create and maintain safe, healthy environments, spaces and places, which enhance children's learning, development, engagement, initiative, self-worth, dignity and show respect for their contributions.
- Work to ensure children and families with additional needs can exercise their rights.
- Acknowledge the uniqueness and potential of all children, in recognition that enjoying their childhood without undue pressure is important.
- Acknowledge the holistic nature of children's learning and the significance of children's cultural and linguistic identities.

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- Work to ensure children are not discriminated against on the basis of gender, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin.
- Acknowledge children as competent learners, and build active communities of engagement and inquiry.
- Honour children's right to play, as both a process and context for learning.

In relation to families, I will:

- Listen to and learn from families, in order to acknowledge and build upon their strengths and competencies, and support them in their role of nurturing children.
- Assist each family to develop a sense of belonging and inclusion.
- Develop positive relationships based on mutual trust and open communication.
- Develop partnerships with families and engage in shared decision making where appropriate.
- Acknowledge the rights of families to make decisions about their children.
- Respect the uniqueness of each family and strive to learn about their culture, structure, lifestyle, customs, language, beliefs and kinship systems.
- Develop shared planning, monitoring and assessment practices for children's learning and communicate this in ways that families understand.
- Acknowledge that each family is affected by the community contexts in which they engage.
- Be sensitive to the vulnerabilities of children and families and respond in ways that empower and maintain the dignity of all children and families.
- Maintain confidentiality and respect the right of the family to privacy.

In relation to colleagues, I will:

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

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In relation to communities, I will:

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

In relation to children, I will:

- Afford professional opportunities and resources for students to demonstrate their competencies.
- Acknowledge and support the personal strengths, professional knowledge, diversity and experience which students bring to the learning environment.
- Model high-quality professional practices.
- Know the requirements of the students' individual institutions and communicate openly with the representatives of that institution.
- Provide ongoing constructive feedback and assessment that is fair and equitable.
- Implement strategies that will empower students to make positive contributions to the workplace.
- Maintain confidentiality in relation to students.

In relation to my employer, I will:

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

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In relation to myself as a professional, I will:

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

In relation to conduct of research, I will:

- Recognise that research includes my routine documentation and investigations of children's learning and development, as well as more formal research projects undertaken with and by external bodies.
- Be responsive to children's participation in research, negotiating their involvement taking account of matters such as safety, fatigue, privacy and their interest.
- Support research to strengthen and expand the knowledge base of early childhood, and where possible, initiate, contribute to, facilitate and disseminate such research.
- Make every effort to understand the purpose and value of proposed research projects and make informed decisions as to the participation of myself, colleagues, children, families and communities.
- Ensure research in which I am involved meets standard ethical procedures including informed consent, opportunity to withdraw and confidentiality.
- Ensure that images of children and other data are only collected with informed consent and are stored and utilised according to legislative and policy requirements.
- Represent the findings of all research accurately.

Procedure

- Employees shall be provided with a copy of the Centre's code of conduct/code of ethics prior to commencing employment.
- Employees shall be expected to read the document and indicate that they have understood all of the conduct requirements by signing the agreement.

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- Educators shall be expected to consistently uphold the agreement during their employment.
- Breaches to the agreement shall be taken seriously which may result in appropriate action taken.

Staff Member Signature:

Director of Kindergarten Signature:

Date:

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Toowoomba Anglican School Kindergarten aims to provide an enjoyable, rigorous learning environment where students will feel safe and secure. Students will receive an education to cater for their skills, needs and aspirations, the principles of faith, leadership and lifelong learning and friendship will always be emphasised and encouraged. Our aim is that young men and women will emerge as well-rounded individuals able to meet the challenges of the future.

The laws and other provisions affecting this policy include:

- Education and Care National Law Act, 2011
- Education and Care National Regulations
- Education and Care Services National Law (Queensland) Act
- NQS Area: 2.1.1; 2.1.4; 2.2.1; 2.3; 2.3.1; 2.3.2; 2.3.3; 6.1; 6.1.1; 6.2

Associated Documents

- Behaviour Management
- Infectious Diseases
- Inclusion and Anti-Bias

Procedure

Enrolment

Toowoomba Anglican School has an open entry policy, offering places without priority with regard to race, religion, gender or ability. However, within the context of this overall policy the school reserves the right to:

- Seek/request additional information to ascertain particular student needs (learning, health and safety etc.) and to advise prospective families of the support available and processes / procedures to implement once investigations are completed.
- Ask for additional information to support the enrolment of a student at any time and withdraw / refuse the offer of enrolment if this is denied.
- Review the enrolment if information is not disclosed.
- Comply with all government legislation.
- Maintain reasonable balance within any particular year cohort with regard to gender and learning needs.
- Offer scholarships to particular groups of students.
- Make some scholarships available to students of indigenous origin or refugee background.

Prospective children and parents are invited to experience Toowoomba Anglican School before or after submitting an Application for Admission Form. All prospective students, together with their families, are encouraged to attend Open Day or a tour of the school with the Registrar. Once enrolled, all students are expected to attend an Orientation Day; this assists in a successful transition period into the School.

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Immunisations / Vaccinations

The Queensland Government amendment to the Public Health Act 2005 gives early childhood education and care services (ECEC services) the power to exercise discretion regarding enrolment and attendance of children who are not up-to-date with their immunisations. The amendment gives ECEC services the option to refuse, cancel or place a condition on enrolment or attendance of children whose immunisation status is not up-to-date.

Toowoomba Anglican School will accept students who are not up-to-date with their immunisations or have not been immunised if:

- The family can provide an action plan from their GP advising the Centre on what actions to take in the event of an outbreak.

Priority Order of Enrolment

Names taken for enrolment will be strictly in accordance with the child's date of placement on the waiting list. Priority placement will only occur in the following situations and after completing an application for admission and paying the relevant application fee:

- Children who have or have had siblings in the school;
- Children whose parents are on staff;
- Children whose parents, grandparents, or great-grandparents are alumni of the school.

Enrolment Process

Allocation of Places

The enrolment procedure is as follows:

1. Application of Admission / Enrolment Form submitted, with application fee of \$150 and a copy of the student's Birth Certificate.
2. An interview is arranged with the Director of Kindergarten.
3. Additional information may be required before the process can continue.
4. A formal offer is made, which may take the form of:
 - a. A definite place at Toowoomba Anglican School Kindergarten;
 - b. A place on our waiting list.
5. A signed Enrolment Contract and an Enrolment Conformation Fee (\$500) must be returned by the family by the date indicated in the letter of offer.

It is assumed that Kindergarten children will progress to the Toowoomba Anglican School; no re-enrolment fee is required. If a student is being withdrawn, the family will need to notify the school as per the Enrolment Contract.

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Delayed Entry and Exit

Statement of Intent

- This schedule provides guidance for central governing bodies (CGBs) and early childhood education and care (ECEC) services in relation to the application, assessment and approval of delayed entry and delayed exit enrolments for children in approved kindergarten programs.
- Approved kindergarten program providers receive funding for each kindergarten age child enrolled and participating in an approved kindergarten program. Children are eligible for an approved kindergarten program if they are at least four years of age by 30 June in the year they attend.
- Delayed entry to kindergarten refers to the circumstances whereby a child older than kindergarten age (four by 30 June in the year they participate in kindergarten program) can be approved for enrolment in a kindergarten program. Delayed exit means that a child can be approved to participate in an approved kindergarten program for a second year.

Policy Position

- Where a CGB or long day care service approved as a kindergarten program provider approve an application for delayed entry or delayed exit the child will be deemed eligible for enrolment in an approved kindergarten program and the service will be eligible to claim the Queensland kindergarten funding subsidy for the child.

Scope

- Consideration of delayed entry to or delayed exit from approved kindergarten programs may be initiated by either the parent and/or the kindergarten teacher. Enrolment decisions should be informed by a child's developmental abilities, prior experiences and social emotional capabilities.
- Parents should be encouraged to seek advice from relevant health or education professionals (e.g. paediatrician report, speech language, pathology assessment, and/or early childhood education and care teacher's reports). They can provide advice and supporting documentation as to the developmental stage and abilities of their child.
- Parents are encouraged to consult with the school Principal/Enrolment Registrar of the school where it is intended the child will attend Prep for any advice or further information.
- The Department may, at any time, request evidence of applications for delayed entry or exit and documented evidence of decision-making processes.
- All decisions regarding delayed entry to and delayed exit from an approved kindergarten program are made by the Dean of Early Years in consultation with the parents.

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Responsibilities

Director of Kindergarten

- Respond to requests for information about delayed entry and delayed exit enrolment procedures from parents.
- Provide parents with relevant information about these procedures.
- Provide parents with information on what is available to meet their child's needs within the Kindergarten.
- Discuss with the parent the reasons for applying for delayed entry or exit from a kindergarten program and the parent/s' understanding of their child's abilities and needs. The Director of Kindergarten/Kindergarten Teacher may assess the child using the Brigance Developmental Assessment to gather further evidence and developmental information.
- Communicate appropriate information with the child's future Kindergarten teacher for an effective transition process.
- Accurately record any delayed exit delayed entry student's data on the Toowoomba Anglican School Kindergarten Enrolment Data Forecast to be submitted to the Central Governing Body.

Parent

- Consult with the Principal of the school where it is anticipated their child will attend to discuss what enrolment in Prep may offer their child as well as the implications for delaying Prep enrolment.
- Consult with relevant health and/or education professionals working with their child as part of the application process (where appropriate).
- Communicate appropriate information with the child's future Kindergarten teacher for an effective transition process.

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It is the policy of Toowoomba Anglican School Kindergarten that in the event of a fire or critical incident deemed to endanger life, evacuation procedures are put into place. No-one is exempt from an evacuation drill under any circumstances. The Kindergarten will conduct evacuation drills on a regular basis.

The Kindergarten recognises the importance of proper fire schemes and critical incident responses, for the protection of children, staff and visitors and for the safeguarding of property and plant.

The laws and other provisions affecting this policy include:

- Education and Care National Law Act, 2010
- Education and Care National Regulations
- Education and Care Services National Law (Queensland) Act
- Duty of Care
- Work Health and Safety Act 2011
- NQS Area: 2.3.1; 2.3.2; 2.3.3; 4.2.1; 7.1.1; 7.1.2; 7.2.3

Associated Documents

- Emergency Equipment and Facilities,
- General Health and Safety,
- Staff Handbook,
- WHS Evacuation Procedure.

Procedure

Responsibility

It is the responsibility of the Kindergarten and its staff to ensure the safety of all children and members of the Kindergarten community. Firefighting and similar incident responses are a secondary consideration. The Kindergarten is responsible for maintaining firefighting equipment according to legislative requirements and for providing appropriate training for its staff.

It is the responsibility of every employee to see that fire hazards are avoided by observing safe practices and good housekeeping and to understand and observe the Kindergarten's evacuation instructions.

Notification and Preparation

Emergency evacuation procedures will be clearly displayed near the entrances of each building.

Educators will ensure that all exits are kept clear and unlocked to enable a quick departure. Any comments or issues in relation to these preventative measures will be noted and brought to the attention of the Fire Safety Warden.

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Emergency evacuation and lockdown procedures will occur once a term. The procedures will be rehearsed on different days of the week and at different times of the day so that all educators, other staff members and children are familiar with the procedures.

Emergency telephone numbers will be clearly displayed within the Kindergarten.

This policy relates to the Evacuation Procedures document.

Evacuation Procedure

Notification

What to do in case of Fire

- If the fire is small enough to be controlled easily by a staff member on the spot:
 - Raise the alarm – send an urgent message to the administration office to advise the Director of Kindergarten (or Deputy Head) and/or Fire Warden of the location and extent of the fire.
 - Evacuate the area immediately. Send the children with a teacher to the assembly area.
 - Only attack the fire if it is safe to do so.
- If the fire cannot be readily controlled:
 - Raise the alarm – send an urgent message advising the location and extent of fire to the administration office to advise the Head of School (or Deputy Head) and to sound the evacuation alarm and contact the Emergency Services.
 - Evacuate the area immediately. Supervise a swift but orderly movement to the assembly area. Use the shortest, logical, unobstructed route.

Communication

- The Fire Warden and Fire Marshall will move directly to their locations.
- Head of School or delegate will be advised.
- Emergency call to be made to authorities by Assistant to Head of School:
 - Head of School or delegate to authorise call
 - Phone 000
 - If necessary, notify nearby schools, in particular Fairholme College
- The Fire Marshall will take charge of the evacuation until the arrival of Emergency Services who will control the emergency and facilitate an assessment of the situation. The Officer in Charge of Emergency Services will liaise with the Chief Fire Warden in all aspects of the emergency and is responsible for authorising Stand Down.

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PLEASE NOTE: It is imperative that children, staff and visitors do not re-enter the buildings for any reason until the Stand Down signal is given. After fire wardens have checked and cleared buildings they are not to allow entry to any persons other than the emergency services personnel.

Assembly Areas

Main Campus

The assembly area is Main School Close. All persons in all buildings will meet on the central lawn, known as Main School Close.

Millennium Centre and Kindergarten

The assembly area is on Bogunda Oval. All persons in the Millennium Centre, and Kindergarten at the time the alarm is activated meet in the centre of Bogunda Oval.

Evacuation Routes

Evacuation routes vary for each different building. Staff members need to familiarise themselves with the Evacuation Plans and procedures for each building.

Procedures for Persons with Disabilities

Where practical, an up-to-date list of names and other necessary information about persons with disabilities should be kept by the Chief Fire Warden. The strategies for helping persons with disabilities should be discussed with the individuals concerned.

In an emergency, persons with disabilities, whose disability is such that they require assistance, should be assembled in a safe place and attended by a member of staff. The presence of the staff member dispels any impression of abandonment and encourages persons with disabilities to remain calm. Those incapable of using stairs should be evacuated under the control of the attending emergency services.

Procedures for Children

During an evacuation, children are to:

- Remain calm and quiet
- Follow the directions of teachers and boarding house supervisors
- Move in a rapid but orderly manner to the assembly area
- Assemble in class groups with their teachers, in the designated assembly area.

Procedures for Visitors

During an evacuation, visitors should:

- Remain with their host during the evacuation drill and take guidance as directed.
- Move in a rapid but orderly manner to the assembly area.

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Procedures for all Staff, Relief Teachers, Coaches, Volunteers

During an evacuation or evacuation drill all persons currently in the Kindergarten are to evacuate; there is no exception. Evacuation drills are held once a term and it is the responsibility of all staff, relief teachers and volunteers to report to the assembly area.

Duties of Personnel

Head of School

- **Manages the media.** No other staff member should speak to the media.

Director of Kindergarten or Responsible Person

- Secure and check the Kindergarten
- Marshall people on Bogunda Oval
- Liaise with the Fire Marshall
- Check and evacuate the room including the toilet and storage rooms within or beside the classroom
- Close all doors and windows (only if able) to help contain the fire (if relevant)
- Once at the designated assembly area, check the roll to make sure that all children and staff are accounted for

Bomb Threat

In the event of a bomb threat, the following information will be recorded by the person who answers the call:

- Time and date of the call;
- the wording of the threat;
- Other specific details.

DO NOT hang up the phone, - without alerting the caller indicate for another person to use a separate phone to call police to report the threat.

Implement an evacuation of the building according to the procedure above.

When safe, complete an incident report on the situation and forward to Management.

Missing Person Procedure

Should a person or people be identified as missing, either by roll call or other means the below procedure will be followed:

- The Fire Marshall is informed
- The Fire Marshall can either send a staff member to each building or direct Emergency Services to any uncleared building
- If the missing person or people are found during the course of the search they are escorted directly to the Fire Marshall

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- Should the missing person be injured and/or unable to move themselves then the Fire Marshall will take all possible, safe measures to seek further assistance and to evacuate the injured person or people.

Evaluation

An evacuation drill evaluation is to be completed by the Director of Kindergarten on duty at the time of the evacuation, as soon as possible after the drill.

Issues identified through this evaluation will be emailed to senior management, and if necessary, discussed at the next staff meeting. Feedback should also be provided by the children

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Toowoomba Anglican School Kindergarten will include excursions as a valuable part of its overall program. Excursions will provide enjoyment, stimulation, challenge, new experiences and a meeting point between the Kindergarten and the wider community. Maximum safety precautions will be maintained and parent permission will be obtained before a child is taken on an excursion.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2011
- Education and Care National Regulations
- Education and Care Services National Law (Queensland) Act
- 'Belonging, Being and Becoming' Early Years Learning Framework
- Duty of Care
- NQS Area: 1.1; 1.1.1; 1.1.3; 1.2; 1.2.1; 1.2.3; 2.1, 2.1.1, 2.1.2; 2.2.1; 2.2.2; 2.2.3; 3.1.1, 3.1.3; 3.2.1; 4.1; 4.1.1; 6.1.1, 6.1.2; 7.1.1; 7.1.2, 7.1.3; 7.2.1; 7.3.5

Associated Documents/Policies

- Behaviour Management
- Educational Practices, Planning and Program Evaluation
- Emergency Health and Medical Management
- General Health and Safety
- Inclusion and Anti-Bias
- Medical Conditions
- Medication
- Observational Practices
- Physical Activities
- Poisonous Plants and Fungi Management
- Respect of Children
- Risk Management
- Sun Protection
- Supervision of Children and Educator Ratios
- Toileting

Procedure

General Excursions

Children's age, interests and abilities will be taken into consideration when planning excursions.

Comments and suggestions from children and families will also be taken into account.

When planning excursions, venue and transport costs will be considered, to ensure that excursions are financially accessible to all families.

Alternative arrangements will be planned in case of changed weather conditions.

The Nominated Supervisor will approve all excursions.

When planning an excursion that includes water-based activities, the Director and Nominated Supervisor will conduct a risk assessment including strategies and procedures for managing

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children whilst undertaking such activities. Strategies could include the involvement of qualified educators and supervision management plans.

Limited bookings impacting viability may result in the excursion being cancelled.

Prior to Excursion

The Director, or nominated person will contact by phone or visit the excursion venue and perform a risk assessment. As per the National Regulations, the risk assessment must consider;

- The proposed route and destination for the excursion;
- Any water hazards and/or risks associated with water-based activities; and
- The transport to and from the proposed destination for the excursion; and
- The number of adults and children involved in the excursion; and
- Given the risks posed by the excursion, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialised skills are required (eg life saving skills); and
- The proposed activities and duration of the excursion; and
- A list of items that should be taken on the excursion (eg mobile phone, emergency contacts).

Parent permission forms will be required to be signed by a parent or their nominated person prior to every excursion. The permission form will contain the following information as a minimum:

- Excursion date;
- Destination;
- Method of transport and approximate travel time;
- Number of accompanying educators and/or volunteers;
- Departure and return times, and;
- An expected itinerary of the activities to be undertaken
- Parent Name and signature
- Staff signature when permission form completed to ensure all information is correct.

There will be no changes to the notified itinerary except in an emergency and in particular to ensure the well-being and safety of the children.

Adequate steps will be taken when selecting transport, using the Transport of Children Policy.

All Educators attending the excursion must read and sign off on the relevant and specific excursion risk assessment/s, prior to attending on the day.

The Director will ensure the excursion checklist is completed prior to departing for the excursion.

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During the Excursion

The following items will be taken on all excursions and be readily accessible to Educators at all times:

- First aid kit and medical devices as required;
- Attendance record/roll and staff roster;
- Roll for bus checking, to be signed by the nominated Checker
- Emergency contact numbers/enrolment forms;
- A telephone or access to one.
- A camera/iPad will be taken on the excursion for educators to record and document children's experiences.
- Head counts and roll taking will be made at regular intervals and when moving from one area to another.
- Educators will supervise children, ensuring Educator/child ratios are maintained at all times. This includes in toilets and change rooms.
- Educators will satisfy themselves that the environment is safe for use before allowing the children access to it and will remain in close proximity to supervise
- Children will not be left in the sole care and custody of bus drivers or any other persons during excursions; educator ratios for the Centre will continue to apply during excursions.
- In the event of injury occurring during an excursion, procedures as set out in the Illness and Injury Policy will be followed.

Following the Excursion

At the next team meeting, the excursion will be reviewed and evaluated to ensure learning outcomes and safety measures were met.

Bicycle Track Excursion

- The gates will be opened by an Educator during outdoor play time prior to the Bicycle Track being utilised at which time the Educator will conduct a safety check.
- The Bicycle Track will be used only in dry conditions.
- The child must wear enclosed shoes in order to enter the Bicycle Track area.
- Children will be reminded of bicycle and road safety every time they enter the Bicycle Track Area. This includes safe riding behavior – no crashing into other bicycles, equipment, riders and pedestrians, riding in the one direction, using the equipment appropriately and listening to the Educator's instructions.
- Children will mount the tricycles, scooters, caterpillar crawler and trailers only when they have had correctly fitted helmets on their head.

Prior to Use of the Bicycle Track

As per the National Regulations, there is a Bicycle Track Risk Assessment that is written and considers;

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- The proposed route to enter the Bicycle Track area including a map of the area with written instructions;
- Any water hazards and/or risks associated with the Bicycle Track Area; and
- The number of adults and children in the Bicycle Track Area; and
- The proposed activities and duration of the use of the Bicycle Track and

A regular permission form will be required to be signed by a parent or nominated representative at the beginning of the year or the child's commencement date.

There will be no changes to the notified itinerary except in an emergency and in particular to ensure the well-being and safety of the children.

All Educators attending the excursion must read the relevant and specific excursion risk assessment/s regularly.

During Use of the Bicycle Track

The following items will be taken on all excursions and be readily accessible to Educators at all times:

- First aid kit and medical devices as required;
- A telephone or access to one.

The Kindergarten:

- Will take the following items on all excursions to be readily accessible to Educators at all times;
- First Aid Kit and medical devices as required
- A telephone
- May take a digital device for educators to record and document children's experiences.
- Will take head counts at regular intervals and when moving from one area to another.
- Will supervise children, ensuring educator/child ratios are maintained at all times.
- Follow the Illness and Injury Policy in the event of an injury occurring during use of the bicycle track.
- In the event of an illness or injury will close the bike track.

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Regular Excursions (Library, Chapel, Ovals, Millennium Centre, Prep Centre)

- A regular excursions permission form will be required to be completed and signed by a parent or nominated representative at the beginning of each school year or the child's commencement date.
- A risk assessment for regular excursions will be created, containing, but not limited to, the following information:
 - Destination
 - Route to destination
 - Hazards that may encountered and management of reduce risks
 - Number of accompanying teaches/educators.

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Toowoomba Anglican School Kindergarten will ensure that facilities used provide for the program and range of activities provided in keeping with the Policies and Procedures of the Kindergarten, in a safe and stimulating environment which is accessible to all children and allows for their physical and psychological comfort.

The Kindergarten recognises the importance of providing resources and equipment that are safe and suitable to the developmental and recreational needs of the children in care. When purchasing resources and/or equipment, consideration will be given to the ages, skills and abilities as well as the area in which the resources/equipment are to be used.

The laws and other provisions affecting this policy include:

- Education and Care National Law Act, 2011
- Education and Care National Regulations
- Education and Care Services National Law (Queensland) Act
- Duty of Care
- NQS Area: 2.1.2; 3.1.1, 3.1.3; 3.2.1; 6.1.3; 6.3.3; 7.1.1, 7.2.3.

Associated Documents

- Educational Practices, Planning and Program Evaluation
- Creative and Expressive Arts
- General Health and Safety
- Observational Recording
- Physical Activity
- Preventative Health and Wellbeing

Procedure

Spaces and Facilities

The Approved Provider will ensure that the following are provided by the Service:

- Indoor space of 3.25 m² of useable space per child. Indoor spaces used by children will be well ventilated, have adequate natural light and are maintained at a temperature that is safe and reasonable.
- Outdoor space of 7m² of useable space per child including adequate shaded areas.
- Playground equipment, swings and other large pieces of equipment are to be located over areas with soft fall surfaces recommended by recognised safety authorities.
- Verandah areas may be included as either indoor OR outdoor space and only with the written approval of the Regulatory Authority.

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- Adequate toilet, hand washing and drying facilities for children and Educators and, in particular, that:
 - By location and design, allow for safe use by the children and;
 - Allow convenient access from both indoor and outdoor areas.
- Facilities that cater for soiled clothing including hygienic storage and inaccessibility to children.
- Adequate facilities that cater for the safe handling, preparation, storage and disposal of food and beverages.
- Sufficient furniture, materials and equipment that are developmentally appropriate, inclusive and adaptable to ensure participation by every child in the program.
- Adequate administrative space and facilities for the purposes of:
 - Conducting the administrative functions of the Centre,
 - Private and personal conversations with families;
 - Providing respite for Supervisors, Educators and/or Volunteers.

The Approved Provider will ensure that the following are available at the Centre:

- A telephone located inside the premises;
- Storage space close to play areas, with at least one lockable cupboard for valuable equipment;
- A lockable drawer or small cupboard for Educator personal belongings;
- Area to display children’s artwork and a notice area for parents;
- Equipment and resources displayed in such a way that children can access them independently;
- A space for children to put their lunch/coat/bags etc.;
- Adequate lockable storage facilities for equipment, tools, first aid kit, medication and poisonous and dangerous substances;
- Lockable cupboard or filing cabinet for all child and family information (including enrolment forms), Educator records and any other confidential records;
- Adequate space for children to engage in rest and/or quiet experiences.

Provision of Resources and Equipment

Care will be taken when purchasing equipment to ensure it complies with relevant Australian Standards (available from Standards Australia) and is suitable for the purpose for which it is intended.

Equipment provided will be appropriate to the interest, developmental and cultural needs of the children, is flexible and able to be rearranged or adjusted to provide additional interest, variety, challenge and support the inclusion of children with special/additional needs.

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All equipment will be regularly checked, cleaned and maintained in accordance with manufacturer's instructions and otherwise as reasonably necessary to ensure that it remains in a safe and good working order.

Children will be encouraged to access outdoor areas which include natural elements such as trees, plants, edible gardens, sand, rocks, mud and water.

Safe storage and shelving will be provided to allow children to independently access equipment and resources.

A wide range of real, commercial, natural, recycled and simple homemade materials will be provided to support the children's learning in a range of ways.

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Toowoomba Anglican School Kindergarten aims to provide a quality service to families at an affordable price. School Council will set fees based on the annual budget required for the provision of quality childcare in keeping with the Kindergarten Philosophy Statement and other goals, and Policies and Procedures. In addition, the funding requirements of the Queensland Kindergarten Funding Scheme will be applied.

The laws and other provisions affecting this policy include:

- NQS Area: 6.1; 7.1

Associated Documents

- Communications,
- Enrolment,
- Excursions,
- Strategic Planning.

Procedure

Fees for the next twelve-month period, will be set by the School Council, for the Kindergarten Programs, prior to the end of the previous school year. The Fee Structure is published in booklet form by the School and is available to parents on enrolment and located on the School's website. Parents will be notified of any changes to fees by email.

Accepted payment methods include cash, eftpos, direct debit or internet transfer.

All monies will be banked on behalf of the Kindergarten as soon as possible after receipt.

QLD Kindy Plus Support

To be eligible to QKFS Plus Kindy Support a family must meet once of the criteria below:

- The family (including foster families), or the child, must present one of the following (calculated per term):
 - A current Australian Government Health Care Card (HCC). The HCC should be sighted each term and a copy kept by the Kindergarten. The HCC must name the enrolled child, whether it is the child's own card or a card belonging to their parent/guardian; or
 - Current Australian Government Pensioner Concession Card (automatic HCC entitlements); or Department of Veterans' Affairs Gold Card or White Card; or
 - Formal communication, such as a letter, from the relevant agency stating the intent to issue a HCC; or
- The child identifies as being Aboriginal or Torres Strait Islander and the family chooses to identify themselves as such on their enrolment form (calculated per semester); or

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- The family has three or more children, of the same age, enrolled in the same year. QKFS Plus Kindy Support is available for each child enrolled in a program (calculated per semester).

Kindergartens claiming QKFS Plus Kindy Support are required to maintain appropriate records and make them available for inspection by the Department when requested.

Health Care Card Holders

Kindergartens need to keep a copy of the family's current Health Care Card, Veterans Affairs Card, Pension Card with Health Care Card entitlement or other government document confirming eligibility.

Note the expiry date of the card and adjust payments accordingly. The family must update the service on any change to their eligibility for the Health Care Card entitlement.

In some instances, a family may cease to hold a current Health Care Card during their child's kindergarten year and as a result no longer be eligible for QKFS Plus Kindy Support.

QKFS Plus Kindy Support can only be claimed once per child regardless of how many of the above criteria they meet.

Process

- The Accounts department will notify parents that they are eligible to QKFS Plus Kindy Support.
- Accounts will be credited each semester when the school received the funding.

Late and Overdue Fees

If there are outstanding fees, or where no payment has been made in at least a month:

- In the first instance, the Accounts administrator will remind the parent verbally (via telephone) and record when the parent has agreed to pay the account;
- If not payment has been received when agreed, written notification by the School Finance Department will be sent;
- If no arrangements have been made, the parent will be contact by the School Finance Department where the terms of payment are discussed and parents are informed that continued enrolment is dependent on the payment of the fees outstanding;
- A debt collection agency may be used if payment of fees have not been received;
- The School Executive in consultation with the Nominated Supervisor may, in its discretion, exclude the child temporarily or permanently from further attending the Kindergarten if the parents have not met the requirements as advised to them by School Finance Department under the previous paragraph.

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Cancellations and Refunds

There shall be no refunds given for cancellation unless the School Finance Department, in consultation with the Nominated Supervisor, decides otherwise, with the sole and absolute discretion of the Head of School in particular circumstances.

Cancellations of bookings will be made in accordance with the Bookings and Cancellations Policy and will incur any relevant fees and charges according to such policy.

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Toowoomba Anglican School Kindergarten acknowledges the need to manage first aid waste effectively to prevent cross infection or contamination from waste materials. Such materials shall include, but not be limited to: band aids, bandages, swabs, cotton buds/balls and ice packs.

The laws and other provisions affecting this policy include:

- Refer to Infectious Diseases Policy – Keeping Safe in Childcare
- Education and Care National Law Act, 2011
- Education and Care National Regulations
- Education and Care Services National Law (Queensland) Act 2011
- Duty of Care
- Work Health and Safety Act 2011
- First Aid Code of Practice 2014
- NQS Area: 2.1; 2.1.2; 2.2.2; 7.1.2; 7.1.3

Associated Documents/Policies

- Emergency Health and Medical Management
- General Health and Safety
- Infectious Diseases
- Illness and Injury
- Medical Conditions

Procedure

A clearly labelled first aid infectious material waste bin will be supplied and maintained in the following way:

- Fitted with a bag that can be sealed and removed each day (if required);
- Cleaned and sanitised daily (if required);
- Located in a suitable place that is not readily accessible to children.

Educators shall thoroughly wash hands, using specified hand washing procedures, before and after implementing first aid.

Educators shall wear suitable gloves to manage incidents of first aid involving waste materials as identified.

When conducting first aid, Educators shall:

- Remove required items to be used to manage first aid from the first aid kit;
- Place items in/on a non-contaminated dish or surface;
- Clean the injured area of the person using principles of first aid as per policy/ procedure and training e.g. wiped with sterile swab etc.
- The used swab or like shall be placed in the lined first aid waste bin;
- Be required to change gloves if changing the type of activity they are managing with first aid e.g. cleaning to bandaging. These gloves should also be placed in the first aid waste bin.

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Toowoomba Anglican School Kindergarten acknowledges the implications of the Food Act 2006 on the provision of suitable snacks and/or meals provided as part of the Kindergarten program. Depending upon the nature of the food provided, the amount provided and the structure of the service, the implication of the Food Act 2006 may require a service becoming licensed as a food handling premises. Toowoomba Anglican School Kindergarten does not need to be licensed as a food handling premises.

The Kindergarten recognises and acknowledges the importance of providing food that is both nutritious and appropriate to the needs of the children attending the Kindergarten. The Kindergarten encourages and promotes the health and wellbeing of children through providing positive learning experiences during meal/snack times where good nutritional food habits are developed in a happy, social environment. Parents are encouraged to participate in this approach to nutrition for their children.

The Kindergarten recognises the need for effective food handling and storage practices to ensure that the food is not contaminated, nor allowed to become contaminated, or unfit to be eaten. All food which is handled (including preparing, eating or storing) at the Kindergarten is to be handled according to the recommended food handling and storage guidelines as set out in the Australian and New Zealand Food Standards Code.

The laws and other provisions affecting this policy include:

- Refer to Infectious Diseases Policy – Keeping Safe in Childcare
- Education and Care Services National Law (Queensland) Act 2011
- Education and Care National Regulations
- Education and Care Services National Law (Queensland) Act 2011
- Dietary Guidelines for Children and Adolescents in Australia (NHMRC)
- Food Act 2006
- Local Government Authority Food Handling By-laws
- Australian and New Zealand Food Standards – chapter 3 Food Safety Standards (Australia only)
- NQS Area: 2.1; 2.1.1; 2.1.2; 2.1.3; 2.2.1;2.2.2; 3.1.1; 3.1.2; 3.2.2; 3.2.3; 6.1; 6.1.1; 6.1.2; 6.1.3; 6.2; 6.2.2; 6.2.3; 7.1.2

Associated Documents

- | | |
|---|---|
| <ul style="list-style-type: none"> • Anaphylaxis • Asthma • Behaviour Management • Communications • Educational Practices, Planning and Program Evaluation | <ul style="list-style-type: none"> • Emergency Health and Medical Management • Enrolment • Excursions • General Health and Safety • Hygiene • Inclusion and Anti-Bias • Medical Conditions |
|---|---|

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- Nutrition
- Preventative Health and Wellbeing.
- Respect of Children

Procedure

Food and Nutrition

Parents are requested, through the enrolment and orientation process to provide their child's food each day. This information is also available in the Kindergarten Handbook.

The Kindergarten does not regularly provide breakfast, morning tea or lunch but will provide a meal for a child who does not have any food due to leaving the lunch box at home or spilling the contents and spoiling the food. In these instances food will be sourced from Toowoomba Anglican School Dining Room, which provides nutritious meals to boarders.

The Kindergarten's Food and Nutrition Policy aims to instill an understanding amongst the Kindergarten community, of the need for healthy food choices, and what those healthy food choices might include. The Policy is also designed to give the children opportunities to observe hygienic food preparation, participate in cooking activities, taste new foods and enjoy learning experiences associated with a diverse range of foods.

Recommended Food

Information about healthy food choices is gathered from recognised authorities (i.e. Dietary Guidelines for Children and Adolescents in Australia (NHMR) 2003, Nutrition Australia).

Reference to the Queensland Education initiative 'Smart Choices, Healthy Foods' can also be made.

Provision of Healthy and Varied Food Choices

Where the Kindergarten provides food for a special event, or cooking activity, Educators will seek to provide food:

- which is healthy, balanced, varied, age appropriate and consistent with Dietary Guidelines for Children and Adolescents in Australia (NHMR);
- which includes a good balance of fresh foods, as opposed to pre-packaged and prepared foods;
- which as far as reasonably possible, meets the dietary needs of children with special dietary needs of which the Centre has been made aware, or becomes aware.

Families, children and Educators are encouraged to contribute ideas for the menus of these special theme days.

The Kindergarten Teacher will discuss with parents any food allergies and restrictions (including cultural or religious) which are required by the parent to be followed at the Kindergarten. Details of these restrictions will be noted on the enrolment form, passed on to Educators

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through staff meetings and noted on the medical information board. Food allergies or restrictions which are based on health reasons should be accompanied by a letter from a medical practitioner or other health professional.

Staff will seek to accommodate all such reasonable nutritional needs of a.

Where children have special dietary needs which is not reasonable for the Kindergarten to meet, the Director of Kindergarten will consult with parents and where necessary, the meal will be supplied from home.

When parents provide food for their child, healthy food and drink choices are encouraged.

The Eating Environment

- Social interactions will be encouraged during meal/snack times. Educators will spend this time interacting with the children and model good eating and social habits.
- Children will be encouraged to use effective hand hygiene, prior to regular meal times.
- To ensure safety, children will be encouraged to sit whilst eating and/or drinking.
- Children eating food at the Kindergarten, outside the regular meal times of the Centre, will be encouraged to use effective hand hygiene and to sit while eating.

Serving of Food

- Independence will be fostered by encouraging children to serve themselves food, under supervision from Educators, using appropriate equipment.
- If Educators need to serve food to the children, tongs and/or gloves will be used.
- At meal/snack times, Educators will encourage children to try different foods and to take appropriate portions.

Involving Children

- Educators will involve and consult children when planning the menu and/or food activities and experiences. This will be recorded as the children's voice on planning documents.
- Educators will facilitate children being involved in the preparing and serving of
- Educators will encourage and involve children in conversations and routines that promote healthy eating and good nutrition.

Drinking Water

- Children will have ready access to cool drinking water.
- Educators will encourage children to drink extra water during the summer months. All children are encouraged to bring their own water bottles each day which can be filled at the Kindergarten during the day.
- Educators will encourage parents to provide children with extra water to take with them on excursions.

Diverse Cultural Experiences

- Food experiences will be provided through various cultural days, particularly those represented at the Kindergarten and local community.

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- Families from other cultures within the Centre or wider community may be invited to participate in the program.
- Food awareness activities will be chosen from a variety of cultures and may include:
 - Different ways of serving the food (i.e. chopsticks);
 - Different varieties of foods (e.g. feta cheese instead of cheddar);
 - Foods that may have significance within their culture (e.g. ANZAC biscuits and their origin).
- If a child has special food needs e.g. cultural requirements or food allergies, the Centre will work with parents to develop a plan to meet the child's needs. Parents will inform the Centre of any changes.
- Through the Kindergarten Handbook, parents are alerted to the Centre's Nutrition Policy (** need this one), and invited to contact the Kindergarten at any time to discuss any comments, concerns or feedback in relation to the Nutrition Policy, and of their child's particular dietary requirements for health or other reasons.
- Parents are invited to provide feedback on the Nutrition Policy each year.

Professional Development

- Educators will be encouraged to attend professional development on food and nutritional related issues.
- The Centre will ensure that information and/or fact sheets relating to food safety and nutrition are readily available for Educators.

Food Experiences

Food will not be used in the Centre as punishment or reward for children.

Educators will encourage children to learn about food and nutrition through:

- Engaging children in conversations about healthy lifestyles and good nutrition;
- Inclusion of children in meal routines.

Please note: This policy has been developed in accordance with recommendations from the Dietary Guidelines for Children and Adolescents in Australia (NHMRC).

Food Handling and Storage

- The Kindergarten will provide the necessary food handling equipment and/or utensils (e.g. gloves), including colour-coded cutting boards to prevent cross contamination.
- Educators will ensure their hair is tied back and does not fall into the food.
- All food preparation surfaces and utensils will be kept clean and, in particular, will be thoroughly clean before use. Food preparation equipment and surfaces will be cleaned and sanitised in accordance with the Centre's Hygiene Policy.
- Educators will ensure that they, and the children, use effective hand hygiene before handling, preparing and eating of food.
- Educators will be made aware of, and kept up to date about children who may suffer dietary issues and/or allergies relating to food and/or particular food ingredients through signs in

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the kitchen area and regular discussions at staff meetings. All care and attention will be taken when preparing, serving and storing food for children with particular dietary and/or allergy issues. Families may be requested to provide their child's food if the Centre is unable to cater for their specific need.

- Children will not be in the food preparation area unsupervised. Food activities that require heating and/or cooking will be fully supervised by an Educator.
- Educators and/or children who are unwell will not be permitted to handle food.
- Perishable items will be covered and refrigerated. Non-refrigerated items will be stored in airtight containers.
- The School will ensure regular pest and vermin maintenance is conducted to prevent contamination.
- Perishable food brought from home by children and/or Educators will be refrigerated as soon as possible. Families will be provided with information, through the orientation process, relating to storage of lunch boxes.
- The refrigerator will be cleaned weekly and the stove will be cleaned after use.
- Daily temperature checks of the refrigerators will be undertaken and recorded.

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Toowoomba Anglican School Kindergarten strives, to provide a safe, clean and healthy environment where safety and hygiene procedures are practised at all times to promote and support the health, wellbeing and safety of children, recognising particular needs of children in this respect, and of educators, staff members, parents and others coming to the Service.

The laws and other provisions affecting this policy include:

- Education and Care National Law Act, 2011
- Education and Care National Regulations 2011
- Education and Care Services National Law (Queensland) Act 2011
- Duty of Care
- NQS Area: 2.1; 2.1.1; 2.1.2; 2.1.3; 2.2; 2.2.1; 2.2.2; 2.2.3; 5.1.2; 6.1; 6.1.1; 6.1.2; 6.1.3; 6.2.1; 6.2.2; 6.2.3

Associated Documents

- *Chemical Storage*
- Commitment Statement – Children Safety and Wellbeing
- Educational Practices, Planning and Program Evaluation
- Emergency Equipment and Facilities
- Emergency Health and Medical Management
- Enrolment
- First Aid Waste Management
- Food Compliance
- Hygiene
- Illness and Injury
- Infectious Diseases
- Medical Conditions
- Medication
- Preventative Health and Wellbeing
- Respect of Children
- Risk Assessment
- Sun Safety
- Supervision of Children and Educator Ratios
- Toileting

Procedures

The enrolment procedures will include the requirement that parents advise of any particular health issues (including medications, special dietary or other requirements) and any other specific needs of their children.

The Director and/or Nominated Supervisor will ensure that all staff members are aware of all such specific notified needs through staff meeting discussions for example. All medical information is displayed on the medical information board located in the Kindergarten kitchen.

The Director and/or Nominated Supervisor will ensure that Educators have appropriate education or training to enable them to undertake basic support of the health needs of children, including administering medications, allergic reactions, basic first aid and special dietary requirements.

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The Director and/or Nominated Supervisor must ensure that all staff have the required first aid qualifications, Anaphylaxis Management and Emergency Asthma Management training as prescribed under Education and Care Services National Regulations 2011, 2014 (QLD), 2014 (NSW) (Part 4.4, 136(1)), and at least one staff member is in attendance at any place children are being care for, and immediately available in an emergency, at all times children are being cared for, ensuring that ratios are always covered

To ensure the environment is safe for children, the Kindergarten teacher will be responsible to ensure that the relevant daily safety checks are completed, prior to the children having access to those are Educators will ensure that equipment is:

- cleaned as per the cleaning checklist;
- used safely by the children,
- used for its correct purpose,
- temperature checks have been completed

Risk assessments will be conducted for high risk activities and/or events including excursions.

Educators will actively supervise children within their area. The supervision chart will be completed and dated during all outdoor activities.

Educators will ensure that they, and the children, have applied a SPF30+ sun screen and wear a broad brimmed hat, prior to outdoor play. Timing of outdoor activities will be guided by the Sun Safety Policy

Parents will be notified and asked to collect an unwell child.

Educators will ensure that all food handling and storage procedures are followed to prevent the risk of contamination.

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Open communication is recognised as fundamental to the effective management of the Kindergarten. It facilitates the direct exchange of information but also comes into play as the essential means of addressing misunderstandings and concerns and, at times, grievances. Indeed, good management requires that issues are faced, talked through and responded to in a timely manner.

The Toowoomba Anglican School Kindergarten invites comments, suggestions and feedback from children, parents/guardians, employees and the community. The Kindergarten respects and considers all complaints, which require a resolution, seriously and attempts to find a satisfactory resolution wherever possible.

The laws and other provisions affecting this policy include:

- Education and Care National Law Act, 2011
- Education and Care National Regulations
- Education and Care Services National Law (Queensland) Act
- NQS Area: 4.2, 4.2.1, 4.2.2, 6.1, 6.1.1, 6.1.2, 6.1.13, 7.1, 7.1.1, 7.1.2, 7.1.3

Associated Documents

- Communications
- Community Code of Conduct and Participation
- Educational Practices, Planning and Program Evaluation
- Employee Code of Conduct
- Information Handling
- TAS School Privacy Policy

Procedure

All enquiries regarding the educational program or individual children should, in the first instance be directed to the Kindergarten Teacher concerned and then the Director of Kindergarten. If necessary, issues will then involve the Nominated Supervisor, Deputy Head and/or Head of School.

For this purpose, parents will be kept informed of the names of persons to contact regarding concerns and grievances. Photos and names of the Director of Kindergarten, Nominated Supervisor, Deputy Head and Head of School are displayed in the Kindergarten foyer. Contact details and photos of ECEC staff are also on display in the Kindergarten Foyer as well as details of the Approval Provider.

The Kindergarten will seek to resolve all genuine and reasonable complaints in the most appropriate way possible, in consultation with the complainant. Discussions should not be conducted in the presence of children, other staff members or parents. Heated discussions are not reasonable and anyone involved in a heated discussion will be asked to end the conversation until a more appropriate time.

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A record will be kept of any complaints and relevant discussions, and if appropriate, the resolution of the complaint. A copy of the record will be provided to the complainant on request.

To protect the privacy of all individuals, and encourage openness and honesty in the handling of complaints, the record of the complaint is a confidential document and will be filed in accordance with privacy and confidentiality procedures.

Where appropriate the discussions will lead to revision and/or adjustment of current procedures and programs to ensure the best practices are upheld.

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Queensland Kindergarten Funding Scheme – Guidelines for Central Governing Body Organisations and Member Kindergarten Services Independent Schools Queensland CGB Operating and Best Practice Guide

As part of the Queensland Kindergarten Funding Scheme (QKFS), the Health Care Card subsidy provides for those families or foster carers that hold a current Health Care Card or Australian Government Pension Concession card with automatic health care card entitlements. The Health Care Card subsidy is a per child subsidy that directly off-sets a portion of the child’s kindergarten fees and is paid directly to Centres to reduce out-of-pocket expenses for eligible parents.

Scope

This policy applies to:

- all employees of Toowoomba Anglican School Kindergarten
- all parents currently attending Toowoomba Anglican School Kindergarten
- all volunteers assisting at Toowoomba Anglican School Kindergarten
- all students/trainees completing practicum placements at Toowoomba Anglican School Kindergarten
- visitors to Toowoomba Anglican School Kindergarten
- other interested persons

Associated Documents

- Compliance Management
- Communications
- Enrolment
- Information Handling

Aims

Toowoomba Anglican School Kindergarten will ensure that details of a current Health Care Card will be requested in the Kindergarten enrolment form and a record filed on the School’s student management system and child’s Kindergarten file. The details of the Health Care Card subsidy will be provided to families via the Kindergarten Handbook.

Requirements

To be eligible for the Health Care Card subsidy, a child who is being educated and cared for by Toowoomba Anglican School Kindergarten will:

- be of eligible age (i.e. turning 4 years old by the 30th June in the year they participate in the Kindergarten program);
- be enrolled in an approved Kindergarten program for the minimum number of hours as required by the QKFS funding scheme;
- be cared for by a parent/carer with a current Health Care Card (or Pensioner Concession

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card or formal communication such as a letter from the relevant agency stating the intent to issue a Health Care Card).

As the Health Care Card subsidy is calculated by semester, if a card is valid anytime within a semester, the subsidy will be claimed for that semester. If a card is due to expire sometime throughout the Kindergarten year, it is the responsibility of the parent to ensure that an updated card is provided to the Centre and the responsibility of the Kindergarten service to ensure that the updated details are provided to ISQ in order to continue to claim the subsidy.

Toowoomba Anglican School Kindergarten will not charge a higher program fee to families eligible for the Health Care Card Subsidy than the schedule fee. Families with multiple births of three or more kindy-aged children are also eligible for the same reduced kindy costs as Health Care Card holders. Proof of date of birth for these children is required to access the subsidy. Families will be reimbursed the full Health Care card subsidy to which they are eligible. However, families will be reimbursed for no more than the cost of their Kindergarten program fees.

To ensure receipt of Health Care Card Subsidy from Independent Schools Queensland (ISQCGB), Toowoomba Anglican School Kindergarten will provide enrolment data to ISQ during the required reporting period/s and maintain QKFS funding compliance as per our Central Governing Body Agreement. Toowoomba Anglican School Kindergarten will ensure that this subsidy is applied with sound financial and governance practices. Details of receipt and application of these funds will be provided annually to ISQ in the School's audited financial statements.

Procedure

Parents and carers of the child are responsible for:

- the provision of the Health Care Card to the Director of Kindergarten or Head of Admissions for appropriate record keeping;
- providing details of renewal of the card as they become available.

Toowoomba Anglican School Kindergarten will:

- take a copy and record the start and expiry dates of the valid Health Care Card;
- provide ISQ with the start and expiry dates for that card either via collection of data through the required Government reporting process or as appropriate;
- notify ISQ if a card is no longer valid or the child is no longer enrolled;
- credit the subsidy to the relevant child's account once QKFS funds have been received. When the relevant child leaves the Kindergarten, any credits will either roll over into the child's school account if they are continuing at the school or be refunded to the family.
- provide ISQ with any funds received for which we are no longer eligible through the QKFS reconciliation process.

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The Director of Kindergarten, in consultation with the Nominated Supervisor, will ensure that the policy is followed and that a letter is sent from the School's Finance Department notifying the parents of their eligibility and the amount they will receive. The Policy will be reviewed each year to ensure that any government funding changes are accounted for and communicated to eligible families.

Sources

- QKFS: Guidelines for Central Governing Body Organisations and Member Kindergarten Services
- ISQ sample policy – ISQ Health Care Card policy ** do we have a copy of this? Otherwise I can contact ISQ

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

The Kindergarten acknowledges the need to provide a healthy and safe environment, equipment and workplace for educators, children, families and visiting community members. Cleaning and Sanitising is an important aspect of this process and will be applied to all areas within the Kindergarten.

The laws and other provisions affecting this policy include:

- Education and Care National Law Act, 2010
- Education and Care National Regulations 2011
- Education and Care Services National Law (Queensland) Act 2011
- Duty of Care
- Workplace Health and Safety Act 2011
- Keeping Healthy in Childcare 5th Edition (refer to Infectious Disease Policy for link)
- NQS Area: 2.1; 2.1.1; 2.1.2; 2.1.3; 2.2.1; 2.2.2; 3.1.2; 4.2.2; 7.1.1; 7.1.2; 7.1.3

Associated Documents

- General Health and Safety,
- Infectious Diseases,
- Preventative Health and Wellbeing,
- Illness and Injury,
- Toileting,
- Non Smoking,
- Food Compliance,
- Staff Recruitment and Release.

Procedures

Use of Gloves

When preparing food, cleaning, or otherwise having contact with bodily fluids (e.g. blood, mucus, vomit, urine, faeces, etc.), disposable gloves will be worn.

Used gloves are to be carefully disposed of, immediately after use, in such a way that they would reasonably be expected to be secure from children or others.

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

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Hand Hygiene

The best way to prevent the transmission of disease is through effective hand hygiene, which removes both dirt and germs from the hands. This can be done with soap and running water, or by using a hand rub.

Soap and Water

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

- before handling, preparing and eating of food;
- prior to and after giving First Aid;
- after toileting, handling of animals or other activities which could lead to the spread of infection;
- after contact with/cleaning of body fluids (blood, mucus, vomit, urine, faeces etc.).

Hand Rubs

Hand rubs do not replace soap and running water however, they are effective in certain situations, such as when soap and running water are not available. To use a hand rub:

- Apply the recommended amount onto dry hands;
- Rub hands together so the hand rub comes in contact with all parts of the hands;
- Keep rubbing until the cleaner has evaporated and hands are dry.

Children with visible dirt, grease or food on their hands should be encouraged to clean their hands with soap and water, rather than use a hand rub.

Hand rubs will be kept out of reach of children and only used with adult supervision.

Noticeable signs/posters will be placed around the service to alert children to the need for effective hand hygiene.

The service shall implement a schedule of regular cleaning and sanitizing to ensure all equipment, toys and furniture are clean and hygienic for use.

Cleaning and Sanitising

An appropriate cleaning and sanitising process shall be applied in the following 'high risk' areas/circumstances:

- Bathrooms, Toilets and basins;
- First Aid Waste Management, and;
- Areas where bodily fluids have been spilt.

Food preparation utensils and eating equipment shall be cleaned and sanitised in the following way:

- Pre-clean – scrape, wipe or sweep away any food scraps and rinse with water;

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- Wash – use hot water and detergent to take off any grease and dirt, soak if needed;
- Rinse – wash off any loose dirt or detergent foam;
- Dry – allow dishes to drip dry

The Kindergarten shall follow the guidelines as recommended by the Keeping Healthy in Child Care and Education 5 Handbook as articulated in the resource: Cleaning and Sanitising (Food Industry Fact Sheet 11).

<https://www.qld.gov.au/health/staying-healthy/environmental/food/handling/index.html>

Please note: This policy and procedure shall not apply to general use/general purpose areas within the Kindergarten such as tables, chairs, cupboards etc. unless the above-listed circumstances apply. Food consumption areas are not considered for the intent of this policy a 'high risk' circumstance.

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Toowoomba Anglican College and Preparatory School Kindergarten proactively strives to avoid injuries occurring at the Kindergarten, and to minimise the impact of injuries and illnesses by responding appropriately and as quickly as possible, to all injuries and illnesses. The rights and responsibilities of parents with respect to injuries and illnesses of their children is acknowledged and will be taken into account in administering all procedures.

The laws and other provisions affecting this policy include:

- Education and Care National Law Act, 2011
- Education and Care National Regulations
- Education and Care Services National Law (Queensland) Act
- Duty of Care
- First Aid Code of Practice 2014
- NQS Area: 2.1, 2.1.1; 2.1.2; 2.1.3; 2.2.1; 2.2.2; 7.1.1; 7.1.2; 7.1.3

Associated Documents

- Anaphylaxis,
- Asthma,
- Emergency Health and Medical Management,
- Enrolment,
- First Aid Waste Management,
- Infectious Diseases,
- Information Handling.
- Medication,
- Observational Recording.

Procedure

Parental Permission

Written consent from the child's parent/guardian will be sought through the enrolment process for the Director of Kindergarten (or, in her absence a staff member qualified in first aid) to obtain medical attention, in keeping with the Policies and Procedures of the Kindergarten, if required.

Individual illness management plans will be developed if necessary in conjunction with the School Health Centre, parent/guardian, child and other health/educational professionals if required.

Written consent will also be obtained from the parent/guardian for the use of all health and other personal information which the Kindergarten has relating to the child, for the purpose of enabling the Kindergarten to:

- administer care and assistance to the child, including by obtaining emergency or other medical assistance or care for the child in accordance with this policy; and

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- Report any injury or illness as required by law.

First Aid

At least one educator with a current first-aid and CPR qualification, anaphylaxis management and emergency asthma management training as required by the Education and Care Services National Regulations 2011, 2013/2013 (QLD), 2014 (NSW), will be in attendance at any place children are being cared for, and immediately available in an emergency, at all times children are being cared for by the Kindergarten.

Disposable gloves will be worn when administering first-aid, and will be disposed of immediately after use, in a way that they are reasonably secure from children and others.

The Health Centre nurses will ensure that the following are kept at the Kindergarten at all times, and are accessible to the educators but not to children:

- a fully maintained and equipped first aid kit, adequate for the number of children attending the Service;
- a recognised and current first-aid manual; and
- a cold pack and ice ready for use in the administering of first aid;
- a store of disposable gloves;
- current emergency contact telephone numbers.

Immediate Procedure upon Injury and Illness

If a child becomes ill or injured while attending the Kindergarten:

- staff will comfort and calm the child;
- all head injuries will be reported to the parent/guardian via phone, notifying of the circumstances including:
 - the treatment administered; and
 - whether the child has returned to normal activities as deemed appropriate by Coordinator or first aid qualified educator.
- a School nurse or an educator, qualified in first aid, will administer appropriate first aid and assess the child's condition in conjunction with the Certified Supervisor;
- non-prescribed oral medications will not be administered to any child;
- if necessary, the Certified Supervisor, or qualified educator, will ensure that the child is separated from the other children and made as comfortable as possible in a quiet, well ventilated area (escorted to the Health Centre as required);
- if necessary, the Health Centre Nurse or Certified Supervisor will contact the parents/guardians to collect their child as soon as possible;
- the child will be kept under adult supervision and their condition monitored until the parent's arrival.

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If the child's condition is assessed as serious or deteriorates and emergency medical attention is necessary:

- if a child requires emergency medication (EpiPen, Ventolin etc.), the Certified Supervisor or Health Centre Nurse will attempt to obtain verbal consent from the parent/guardian, prior to calling for an Ambulance;
- the Health Centre Nurse or Certified Supervisor will call an ambulance;
- all attempts will be made to notify the parents; and
- if parents are unable to accompany the child to the hospital, the Certified Supervisor or qualified educator who administered the first aid, will accompany the child provided that they leave at least one educator who is qualified in first aid at the Kindergarten and that the Kindergarten ratios are still met.

All costs incurred in obtaining medical attention for a child will be met by the parents/guardians.

Recording and Reporting Injuries and Illness

An accident/incident report must be completed, as soon as reasonably possible after a child suffers an injury or illness, by the educator who administered care or first aid to the child.

The information which must be included on the report after a child suffers an injury or illness at the Kindergarten is:

- the child's name;
- date and time of accident/incident;
- details of accident/incident;
- parents/guardians contacted;
- treatment and outcome of accident/incident;
- staff signature and witness signature; and
- parent's signature confirming knowledge of accident.

The Kindergarten Teacher will ensure that the parent of a child who is injured or ill at the Kindergarten is informed of the situation, and the treatment given, on collection of the child.

The Kindergarten Teacher is responsible for the obligation under section 174 (4) of the Education and Care Services National Law Act, 2011 to report to the relevant Regulatory Authority if a child dies, or suffers an injury at the Service for which treatment from a medical practitioner was obtained, or ought reasonably to have been sought.

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Toowoomba Anglican School Kindergarten supports the principles of equity through implementing inclusive and anti-bias practices. At our Kindergarten, the common aim in equal opportunities is to achieve equal relations between nationalities, races, religions, genders and special needs. To cultivate each child's ability to stand up for themselves and for others and act to promote equity and justice. To develop programs which support the goals of an anti-bias program. For each child to be able to recognise and challenge bias. To regularly assess the physical environment for inclusiveness and undertake to plan changes in the environment where appropriate.

Kindergarten recognises that additional support may be require when including children with special needs into the program. These procedures will support the successful inclusion of children with special / additional needs through implementing practices which are conducive to a supportive environment to children, families and educators.

The laws and other provisions affecting this policy include:

- Education and Care National Law Act, 2011
- Education and Care National Regulations
- Education and Care Services National Law (Queensland) Act
- QLD Anti-Discrimination Act 1991
- 'Belonging, Being and Becoming' Early Years Learning Framework
- NQS Area: 1.1; 1.1.1; 1.1.2; 1.1.3; 1.2; 1.2.2; 1.2.3; 1.3; 1.3.1; 1.3.2; 1.3.3; 2.1; 2.1.1; 2.1.2; 2.1.3; 2.2; 3.2; 3.2.1; 3.2.2; 4.1; 5.1; 5.1.1; 5.1.2; 5.2; 5.2.1; 5.2.2; 6.1; 6.1.1; 6.1.2; 6.1.3; 6.2; 6.2.2; 6.2.3

Associated Documents

- Behaviour Management,
- Communications,
- Educational Practices, Planning and Program Evaluation
- Enrolment,
- Grievances and Complaints,
- Respect of Children,
- Staff Recruitment and Release,
- Toileting,

Procedure

Inclusion and Anti-Bias

Parents will:

- Inform the Coordinator of the family and child's cultural and/or language requirements at the time of enrolment;

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- Inform the Coordinator of the family and child's additional needs at the time of enrolment or whenever identified;
- Be encouraged to contribute to the program and operation of the service by sharing information about their individual needs;
- Be informed via Parent Lounge/TASS, noticeboard or other appropriate forms of communication about the service's policies and practices.

Educators will:

- Ensure that their language and daily practices are inclusive and non-discriminatory;
- Have the opportunity to develop their understanding of inclusion principles and anti-bias through professional development and active participation of in-service training;
- Self-evaluate and monitor their biases concerning gender, stereotypes or other differences between children;
- Ensure their behaviours comply with the Kindergarten policies and code of conduct;
- Utilise the parent's expertise in relation to their child's needs and communicate effectively with parents;
- Observe the local community of Toowoomba Anglican School;
- Show respect for the various ways that families care for their children and be aware of different child-rearing practices and beliefs;
- Incorporate into the program advice identified through consultation with other professionals, the child's family and those with particular expertise in relevant areas;
- Ensure that their interactions with children:
 - Promote gender equality;
 - Promote equality regardless of race, culture or differences;
 - Encourage children to develop to their full potential regardless of different abilities or needs;
 - Acknowledge and value children's unique and individual differences.
- Implement a range of practices to actively counteract bias or prejudice such as:

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- Provide children with a variety of experiences from a range of social, cultural, linguistic and ability backgrounds;
- Use anti-bias language when communicating with children and families;
- Talking to children about differences in positive ways;
- Celebrating occasions that are relevant to a variety of cultures;
- Sharing information with children about different cultures and ability backgrounds;
- Providing inclusive models when discussing family structures with all children;
- Providing inclusive resources, experiences and materials;
- Providing information for children and families in other languages when appropriate;
- Displaying posters and materials that are representative of a variety of social, cultural, linguistic and ability backgrounds; and
- Ensuring the physical environment reflects an inclusive and anti-bias approach.

Management will:

- Support educators in their professional development opportunities to ensure the provision of inclusive and anti-bias programs;
- Assess service documents and communications to ensure that they are inclusive and promote an anti-bias approach;
- Ensure all enrolment policies and practices are inclusive and anti-bias;
- Provide the opportunity for parents and educators to contribute to the review of the policy on an annual basis;
- Ensure that all equipment and resources purchased are inclusive and anti-bias;
- Include in the educator selection criteria the applicant's ability to accept and implement inclusive practices and an anti-bias approach;
- Include information regarding the services commitment to inclusive practices and anti-bias in the Educator/Staff handbook and induction and orientation package.

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Including Children with Special/Additional Needs

The family will be required to provide relevant information upon enrolment about their child/ren which pertains to the child's special / additional needs. This will be in the format of appropriate questions on the enrolment form and interview process.

The Kindergarten shall follow through with an equal opportunity enrolment process for all children. This will involve collecting appropriate information about children which may impact on their ability to participate in the program.

The Kindergarten shall have the right to request any information in regard to the child/ren's needs so far as it may impact on their ability to participate in the program and be appropriately cared for within the Kindergarten.

Parent permission shall be requested should the Kindergarten wish to make contact with professionals such as therapists, OT, or Inclusion Support Agency. The Kindergarten shall contact the Inclusion Support Agency to obtain advice and information about the inclusion process as required.

The processes outlined in the Inclusion and Professional Support Program Guidelines shall be followed to establish a service support plan. This may involve professional support from the ISA.

The Kindergarten shall appropriately assess their capacity to include the child within the Kindergarten through conducting a risk management process if necessary.

The Kindergarten shall maintain the right to make a decision regarding the suitable placement of children with special needs in the Kindergarten based on the information, support and advice available.

Appropriate training and support shall be provided for all educators to ensure continuity of care and commitment to inclusion.

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Toowoomba Anglican School Kindergarten strives to remove immediate and/or serious risks to the health of the children, from possible cross-infections, by adopting appropriate procedures for dealing with infectious diseases*, whilst respecting the rights of individual privacy. Accordingly, all people, including children, educators and parents, with infectious diseases will be excluded from attending the Kindergarten to prevent the diseases spreading to others.

* When **infectious disease** is referred to in this Policy and Procedure, it means communicable diseases and notifiable diseases (see Commonwealth Department of Health at <https://health.gov.au/>)

The laws and other provisions affecting this policy include:

- Education and Care National Law Act, 2011
- Education and Care National Regulations 2011
- Education and Care Services National Law (Queensland) Act 2011
- Duty of Care
- National Health and Medical Research Council 'Staying Healthy in Childcare' 5th Edition
- NQS Area: 2.1; 2.1.1; 2.1.2; 2.1.3; 2.2; 2.2.1; 2.2.2; 2.2.3; 6.1; 6.1.1; 6.1.3; 6.2; 6.2.3; 7.1; 7.1.1; 7.1.2

Associated Documents

- Commitment Statement – Children Wellbeing
- Emergency Health and medical Management
- Enrolment
- First Aid Waste Management
- General Health and Safety
- Hygiene
- Illness and Injury
- Medical Management
- Medication
- Preventative Health and Wellbeing
- TAS School Privacy Policy
- Respect of Children
- Risk Management

Procedure

Monitoring

The Kindergarten will subscribe to available alert services through the Australian Government Department of Health and Aged Care (see www.health.gov.au) and Queensland Health

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(www.health.qld.gov.au) to keep up to date information on infectious diseases within the community.

The NHMRC resource ‘Staying Healthy in Childcare’ will be referred to when making any decisions in regards to communicable diseases and/or exclusion periods. A copy of this document is available in the Centre’s Office. Fact sheets and exclusion periods may also be accessed through the Queensland Health website <http://access.health.qld.gov.au/hid/> and is available in the Kindergarten Office.Reporting

It is the responsibility of parents to inform the Director of Kindergarten or Classroom Teacher of any infectious disease that their child, or other immediate family members may be suffering, as soon as possible.

Parents will be advised through the enrolment procedures and the KindergartenHandbook that children who are ill should not to be brought to the Kindergarten.

It is the responsibility of Educators to inform the Director of Kindergarten and/or Nominated Supervisor of any infectious disease that the staff member, or their other immediate family members, may be suffering.

The School is responsible for reporting to the State Health Authorities, all notifiable diseases (as per requirements of the Commonwealth Government Department of Health) and also to report this to parents of other children in the School as appropriate, but having regard to the privacy of individuals concerned.

Records in regard to infectious diseases and other illnesses will be maintained by the Kindergarten. These records will include the child’s name, age, symptoms, date and time when educators first noticed the illness and any action taken. This record will not be available to other parents in view of the sensitive nature of a child’s health information (see TAS School Privacy Policy).

A notice will be posted in the foyer of the Kindergarten when there has been a report of an infectious disease at the Kindergarten. Information will also be emailed to parents.

The rights of individual privacy will be respected at all times, under the Privacy Policy of the School and will be observed by all staff implementing these procedures relating to infectious diseases.

Exclusion

All people, including children and Educators, who are suffering from any infectious diseases need to be excluded from the School to prevent others from being introduced to the infection. When any such person is found to be showing signs of any infectious disease:

- for children, their parentss will be asked to immediately collect their child and seek medical advice;

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- for all staff, they will immediately be released from work in order to seek immediate medical attention and for the period of the infectious disease;
- for parents or other adults, they will be required to leave the premises immediately and not re-enter unless and until they are no longer suffering from the infectious disease;
- if a duly qualified and registered medical practitioner diagnoses an infectious disease, the child/Educator shall be excluded for the recommended period (as per NHMRC guidelines).
- for diseases which are from time to time published as requiring a doctor's certificate clearing the child/Educator, the doctor's certificate will be required before the entry is permitted to the Kindergarten. Information can be obtained from the Department of Health at www.health.gov.au and the National Health and Medical Research Council at www.nhmrc.gov.au.

Immunisation

Children who are younger than 7 years of age must meet the Australian Federal Governments immunisation requirements, or have an approved exemption from their medical practitioner or specialist from the requirements for the family to be eligible for registered care.

Non Immunisation

Children and educators will be excluded from the Kindergarten if there is an outbreak of an infectious disease against which they have not been immunised. The period of exclusion will be in accordance with the National Health and Medical Research Council's recommendations (www.nhmrc.gov.au).

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In order to protect children and provide its services, the Toowoomba Anglican School Kindergarten seeks and deals with personal and sensitive information relating to families, children and others. The Kindergarten respects the privacy of all individuals and seeks only information which it needs for these purposes and handles that information with confidentiality and sensitivity and in keeping with legal requirements.

The Kindergarten supports the principles of privacy and confidentiality. Types of information the Kindergarten will collect includes personal information on employees, children and families which is used in the operation of the School and Kindergarten. Personal information collected includes: - names, addresses and contact numbers for family members, children's medical details, qualifications, recognized training and / or positions, places of employment.

The Kindergarten recognises that for the purposes of operating the Kindergarten many written materials need to be developed to ensure compliance with relevant legislation. These written materials include, but are not limited to:

- Policies and procedures manuals;
- Handbooks;
- Operational Documents and Forms.

As a result, all materials developed by employees, volunteers or other agents, specifically for the operational purposes of the Kindergarten shall remain the Intellectual property of Toowoomba Anglican School Kindergarten.

The Kindergarten acknowledges the privacy of families and encourages the appropriate use of photographic and video images of children attending the Kindergarten to support and promote their involvement in relevant programs and activities. Parent permission is obtained prior to any photographs/videos of children being taken or displayed.

Considerable amounts of information pertaining to the daily and historical operations of the Kindergarten are stored on computer or other files. The storage and long term maintenance of this information is vital in the monitoring of compliance activities and to prevent the Kindergarten from losing valuable information therefore it is important to maintain effective storage procedures.

The laws and other provisions affecting this policy include:

- Commission, Young People and Child Guardian Act 2000
- Education and Care National Law Act, 2011
- Education and Care National Regulations
- Education and Care Services National Law (Queensland) Act
- Privacy Act 2000 (Commonwealth) and amendments
- NQS Area: 1.1.4; 4.2.1; 5.2.3; 6.1.1, 6.1.2; 6.2.1; 7.1; 7.1.1; 7.1.2; 7.1.3; 7.2; 7.2.1; 7.3.1, 7.3.2, 7.3.5

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Associated Documents

- ASC Reporting Guidelines for Handling Disclosures and Suspicions of Harm,
- Communications,
- Compliance Management,
- Enrolment,
- Grievances and Complaints,
- Observational Recording,
- Respect for Children,
- Staff Handbook.

Procedure

Privacy and Confidentiality

The Kindergarten complies with the Privacy Principles under the Privacy Act 2000 (Commonwealth) through this policy.

The Kindergarten gathers only the information it needs in order to provide its services and protect and care for children and Educators.

The Kindergarten obtains the consent of persons to the use of the information by the Kindergarten in connection with providing the services, delivering the program and complying with its Duty of Care to children, employees and other persons, including those giving the information. The Kindergarten may seek permission to share relevant information as required by law. This is done through the enrolment and other related procedures as new information is received.

The Kindergarten protects the rights of the individual's privacy by ensuring that information collected is stored securely. Parent's acknowledge, via a signed form, that they are aware their personal information is stored on Toowoomba Anglican School electronic data management system.

Records of the Kindergarten are only to be accessed by persons who need them for a reason for which the person giving the information has consented to it being used or, strictly in the case of emergency, to fulfill the Kindergarten's Duty of Care and responsibilities to the children.

All records pertaining to any child incident, illness, injury or trauma will be kept until the child reaches the age of 25.

The Director of Kindergarten will ensure that children's records are reviewed and updated at least twice per year and otherwise immediately after receiving a request from a parent / guardian to update any detail in the child's report.

The Kindergarten will ensure:

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- Fair and open information collection practices;
- Processes and practices that ensure information collected about individuals and families is accurate, complete and current; and
- Limited use and accessibility of person information.

Intellectual Property and Copyright

Where employees are engaged to develop written materials specifically for the operational purposes of the Kindergarten, these materials shall be dated and marked with the name of the School.

If appropriate the document shall be further marked with the words 'copyright' or the relevant symbol. The document shall also be labelled with the author of such document if considered appropriate.

Employees or other agents engaged by the Kindergarten to produce written materials shall observe intellectual property laws ensuring that all direct quotations and ideas are appropriately referenced and acknowledged.

Materials that have been purchased and provide copyright authority shall be used specifically in accordance with the granted authority and permission for purpose.

All Policy written materials shall be considered draft until ratified by School Council.

Copyright shall be strictly observed with all photocopying and distributing of documents other than those owned by the School which may be copied freely for use of the Kindergarten.

Use of Photographic and Video Images of Children

Parents shall be required to authorise permission for such images of their children to be taken and used by the service on relevant enrolment forms and documentation.

Such permission shall explicitly include local community and in-service activities and events.

Parents shall be requested for special permission to be granted for photographs taken which are intended to be used for promotional purposes and may be viewed by persons outside of the local community in which the service resides.

To protect the privacy of families, children with their own electronic devices (e.g., mobile phone, DSI, etc.) will be encouraged not to photograph other children or educators with their own electronic devices.

Information Recovery Plan

The School employs eComputing as a consultant regarding technology and contracts this company to conduct a regular backup of the entire computer system. Some childcare

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management programs are web based and may be automatically updated by the software provider.

A back-up of the entire School's files shall be done internally as well as on an appropriate external disk drive.

Any data or memory sticks, compact disks or other computer storage devices purchased by the School, shall remain the property of the School.

No employee shall be permitted to copy financial or enrolment files or information covered by Privacy Laws onto personal storage devices or to email information off site other than to an approved off site data storage company.

Data storage devices shall be checked weekly to ensure appropriate functioning.

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In the interests of health and wellbeing of the children, Toowoomba Anglican School and Kindergarten will support the inclusion of all children and will collaborate with parents / guardians and external specialists to appropriately support and care for children with a diagnosed medical condition. This procedure must be read and followed in conjunction with the Medication Policy.

The laws and other provisions affecting this policy include:

- Education and Care National Law Act, 2011
- Education and Care National Regulations
- Education and Care Services National Law (Queensland) Act
- Duty of Care
- NQS Area: 2.1, 2.1.1; 2.1.2; 2.2.1; 2.2.2; 7.1; 7.1.2

National Regulation: 168(2)(d) Dealing with medical conditions

- 90 Medical Conditions Policy
- 94 Exception to authorisation requirement- Anaphylaxis/ Asthma 96 Self administration of medication

Associated Documents

- Anaphylaxis,
- Asthma,
- Emergency Health and Medical Management,
- Enrolment,
- General Health and Safety,
- Information Handling,
- Medication.

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Definitions & Acronyms	
Medical Management Plan	<p>A Medical Management Plan is a document containing the following details:</p> <ul style="list-style-type: none"> • The child's name • A recent photograph of the child • Name of medical practitioner • Name and description of medical condition / illness • Symptoms and signs of the medical condition / illness • First aid and / or emergency treatment • Medication name, frequency, dosage, method and possible side effects • Authorised - signed and dated by doctor / specialist
Complex Medical Condition	<p>The criteria for defining medical condition complexity include illness severity, degree of impairment, the presence of multiple co-occurring medical conditions and the need to perform specific care management tasks (i.e. specialised health procedures). Complex medical condition examples include (but not limited to):</p> <ul style="list-style-type: none"> • Epilepsy • Diabetes • Any medical condition or impairment that requires tube feeding, catheter care, tracheostomy care or rectal suppositories. <p>For the purposes of this procedure, Asthma and Anaphylaxis are not considered complex medical conditions.</p> <p>Please note, special requirements for children with complex medical needs are outlined within the procedure.</p>
Specialised Health Procedure	<p>A specialised health procedure is a task performed to care for a child with a complex medical condition. Specialised health procedure examples include (but not limited to):</p> <ul style="list-style-type: none"> • Medication administration by injection (except EpiPen) • Tube feeding • Catheter care (please note, due to the nature of the procedure and risk of infection, educators cannot perform any catheter care tasks) • Tracheostomy care • Rectal suppositories • Insulin administration <p>To appropriately perform a specialised health procedure, teachers and educators are required to undertake specific training (in addition to approved first aid and emergency management of asthma and anaphylaxis qualifications).</p> <p>Educators are asked to volunteer to perform specialised health procedures.</p>

Procedures

Responsibilities at Enrolment or immediately after diagnosis

Parent / Guardian

- Notify the Kindergarten of their child's medical condition and health needs.
- Understand they have primary responsibility for their child's health needs. This includes costs associated with their child's health needs whilst attending the service and if applicable, the cost of visiting health professionals.

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- Formally meet with the Director of Kindergarten/Teacher:
 - Share all relevant information regarding their child’s medical condition and health needs, including if applicable, complex health care procedures.
 - Provide a current medical management plan informed and authorised (signed and dated) by doctor / specialist.
 - Complete Medical Authorisation Forms as requested.
- Supply medication and specialist equipment as per medical management plan. A child will be unable to attend the service if medication and specialist equipment are not supplied. Educators will take care of equipment as instructed, however they are not liable for any damages or breakages.

Director of Kindergarten / Teachers

Formal Meeting

Implement Communication Plan

Prior to commencement or immediately after diagnosis the Director of Kindergarten to formally meet with parents / guardians to:

- Discuss child health needs, including if applicable, complex health procedures. Review child’s current medical management plan.
- Complete:
 - Risk Minimisation Plan and Consent to Display Form.
 - If applicable - Long Term Medication Authorisation Form and Record.
 - Communication Form.
- Discuss, outline and provide a copy of this documentation.



Director of Kindergarten / Teacher

- Ensure all staff (including casuals), children and volunteers are advised of the child’s health needs, including:
 - Medical Management Plan
 - Risk Minimisation Plan (as per risk assessment) and,
 - If applicable, location of medication / specialist equipment.
- This communication must be documented e.g. induction processes, emails, staff meeting minutes.
- If required, sensitively share relevant information with other children and families. This must be done in consultation with / approval of the child’s parents / guardians.

Class Teacher

- Ensure that the child’s Medical Authorisation Folder is complete with the annual Kindergarten Medical Form, Medical Management Plan, Medical Risk

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Minimisation Form, Long Term Medication Form and Record, voluntary undertaking to perform a specialised health procedure and Communication Plan.



Teacher and Educator training

- Teachers and Educators are required to undertake training to competently support and care for the child.
- When there is a significant number of children with medical conditions enrolled, the Director of Kindergarten is required to discuss and implement a training plan. It may be determined that additional periodic specialist training may be required.
- To comply with insurance requirements, training must be facilitated by a qualified health practitioner, recognised organisation or medical condition peak body.
- A child's commencement will be delayed or paused until relevant teachers and educators attend / update specialist training.

Responsibilities throughout Enrolment

Parent / Guardian

- Formally meet with the Director of Kindergarten and Class Teacher biannually or immediately after any change in medical needs:
 - Discuss and revise the child's medical needs, including any changes to the medical management plan. Any change must be authorised (signed and dated) by a doctor / specialist.
 - Revise Risk Minimisation Plan.
- Provide an updated medical management plan every 12 months or if the child's medical needs change. Changes made must be authorised (signed and dated) by a doctor / specialist.
- Continue to supply medication and specialist equipment as per medical management plan.
- If applicable, complete a Long Term Medication Authorisation or Medication Authority Form as required.
- Ensure child's emergency contact details remain current.
- Understand their child will not be able to attend a service if:
 - A current medical management plan approved by doctor (signed and dated) has not been provided.
 - Medication or specialist equipment (as per medical management plan) have not been provided.
 - Medication provided has expired or equipment / aids are not in good working order.
 - There are no appropriately trained staff at the service.

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Director of Kindergarten / Teachers/Educators

Formal Meeting

Director of Kindergarten to formally meet with parents / guardians biannually or immediately after any change to the child's medical needs to:

- Discuss and review the child's medical needs.
- Replace child's photograph.
- Revise risk assessment.

Implement Communication Plan

- Ensure ALL staff (including casuals), children and volunteers are advised of child's revised health needs. This communication must be documented (e.g. induction processes, emails and Staff meeting minutes).
- Consult with the child's parent / guardian prior to excursions and special events to ensure all matters of care are considered and planned for. Additional risk minimising strategies (via Risk Minimisation Plan) may be needed.
- When the child moves to another class within the Kindergarten, the teacher will inform the new teacher/educators of child's health needs. The Director of Kindergarten will plan teacher/educator training (as required) or staffing to support the child.
- Ensure that the class teacher/parents document regularly their communication on the Communication Plan.

Maintain understanding of child health needs

The Director of Kindergarten will facilitate biannual scenario training at team meetings. Educators will be required to reflect upon the following questions:

- What would be the immediate response if there was a medical emergency?
- Who will administer medication?
- Who will call emergency services?
- What needs to be considered when conducting excursions and special service events such as children's birthday celebrations, family morning teas? What control measures need to be implemented to support children's medical needs?

Supporting Complex Medical Needs

- Teachers/Educators will be asked to volunteer to perform specialised health procedures through completing a Voluntary undertaking to perform specialised health procedure.
 - When there are no or insufficient teacher/educator volunteers at a service (minimum of two (2) educators per service), the Director of Kindergarten will liaise with the parent / guardian to discuss alternative solutions to support the child.
- Parents
- / guardians will be required to either:

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- At their cost, make alternative arrangements to ensure their child's health needs are met whilst their child is attending the service. OR
- Attend the service to perform the specialised health procedure.
- Teachers/Educators who no longer wish to volunteer and perform specialised health procedures are required to provide at least two (2) weeks written notice to their Director of Kindergarten.
- When teachers/educators volunteer to perform specialised health procedures they will be required to undertake training. A child cannot commence until this training has been completed by at least two (2) educators (teacher and educator).
- In order to meet insurance compliance requirements, training must be facilitated by a qualified health practitioner, recognised organisation or medical condition peak body.

General Risk Minimising Strategies

- In an easily assessable and prominent location, display medical management plans and risk minimisation plans. Ensure that the child's Medical Authorisation Folder is easily assessable.
- Ensure medication and medical equipment are consistent with the child's medical management plan and is readily accessible at all times.
- Before a child commences or immediately after diagnosis, identify and document control measures (including the provision of equipment and training) (via a SO: 01. F3 Form Risk assessment)
- **Undertake a termly audit of long term medication expiry dates** as part of the daily indoor and / outdoor safety checklist and notify the parent / guardian when medication is six (6) weeks prior to expiry.
- Consider and plan for children's medical needs during curriculum activities, excursions and emergencies. For example, taking medication when evacuating the service or undertaking a lock down.

Appendices

- Long Term Medication Authorisation Medical Form
- Medical Conditions Risk Minimisation Plan and Communication Plan

References

- QLD Health (2011) Tube Feeding at Home, https://www.health.qld.gov.au/data/assets/pdf_file/0032/360896/etf_tfah.pdf (Accessed 20/01/17)
- Feeding Tube Awareness Foundation, Tube Feeding in School, <http://www.feedingtubeawareness.org/wp-content/uploads/2016/09/School-tube-training-7-16- PDF.pdf> (Accessed 20/01/17)

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- How to Care for a Catheter,
http://www.ehow.com/how_2089345_care-catheter.html?ref=Track2&utm_source=ask
 (Accessed 23/01/17)
- How to Care for your Child’s PICC Line (Peripherally Inserted Central Catheter) <https://www.phoenixchildrens.org/sites/default/files/health-information/the-emily-center/child-health-topics/handouts/PICC%20426.pdf> (Accessed 23/01/17)

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In the interests of health and wellbeing of the children, Toowoomba Anglican School Kindergarten will only permit medication to be given to a child if it is in its original packaging with a chemist label attached. The chemist label must state the child's name and dose of medication required.

The laws and other provisions affecting this policy include:

- Education and Care National Law Act, 2011
- Education and Care National Regulations
- Education and Care Services National Law (Queensland) Act
- Duty of Care
- NQS Area: 2.1, 2.1.1; 2.1.2; 2.2.1; 2.2.2; 7.1; 7.1.2

Associated Documents

- Anaphylaxis,
- Asthma,
- Emergency Health and Medical Management,
- Enrolment,
- General Health and Safety,
- Information Handling.

Procedures

Parents will be requested through the Parent Information Handbook and initial enrolment procedures to respect this Medication Policy and, wherever possible, to administer any prescribed medication to their child before or after attending Kindergarten, rather than requesting the Kindergarten to do so, unless absolutely necessary.

Educators will only be permitted to administer medication to a child if it is:

- in its original package with a pharmacist's label which clearly states the child's name, dosage, frequency of administration, date of dispensing and expiry date; and
- accompanied by either a Long Term Medication Authority form (completed in consultation with a medical practitioner) or a Short Term Medication Authority Form, completed by the parent/guardian.

All medication will be stored in a cupboard, belt bag or similar storage receptacle. Storage should prevent unsupervised access and damage to medicines e.g. some may require refrigeration.

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All medication will be administered by an educator who is appropriately qualified in first aid and witnessed by another educator. Administration of medication will be recorded in a medication administration register.

All unused medication will be returned to the parent on collection of the child.

Individual illness management plans will be developed if necessary in conjunction with the Director of Kindergarten or a qualified first aid educator, parent / guardian, child and other health / educational professionals if required.

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To maintain the ongoing health and wellbeing of children, families, educators and community members, the Kindergarten actively encourages and provides a smoke free environment. This means that there is to be no smoking in any area of school grounds, including indoor and outdoor areas. This demonstrates a commitment to the health and wellbeing of all who use the Toowoomba Anglican School Kindergarten.

The laws and other provisions affecting this policy include:

- Education and Care National Law Act, 2011
- Education and Care National Regulations
- Education and Care Services National Law (Queensland) Act 2011
- Work Health and Safety Act 2011
- Commission, Young People and Child Guardian Act 2000
- Queensland Tobacco and Other Smoking Products (Smoke-Free Places) Amendment Act 2016 Act No.6 of 2016
- NQS Area: 2.1.1; 2.2; 3.1.2; 3.2.3; 4.2.2; 7.1; 7.1.1

Associated Documents

- Communications.
- Employee Handbook,
- General Health and Safety,
- Preventative Health and Wellbeing.

Procedure

Handbooks for parents and staff shall include information regarding the School's Non Smoking policy.

Visitors, including contractors to the School shall be actively informed as required about the policy and procedures for smoking.

Appropriate signs, displaying a no smoking symbol such as a circle with diagonal line over a picture of a cigarette, shall be displayed in accessible places to reinforce the message of a non-smoking environment.

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Toowoomba Anglican School Kindergarten acknowledges the need to document children’s participation in the program to inform future program development and to ensure the needs, interests and abilities of all children are broadly considered. We acknowledge that children’s participation and experiences may be documented in different ways, depending on the context of the observation.

The laws and other provisions affecting this policy include:

- Education and Care National Law Act, 2011
- Education and Care National Regulations
- Education and Care Services National Law (Queensland) Act
- ‘Belonging, Being and Becoming’ Early Years Learning Framework
- NQS Area: 1.1; 1.1.1; 1.1.2; 1.1.3; 1.2; 1.2.1; 1.2.2; 1.2.3; 1.3; 1.3.1; 1.3.2; 1.3.3; 4.2; 4.2.1; 4.2.2; 5.1; 6.1; 6.1.1; 6.1.2; 6.2; 6.2.1; 6.2.2; 6.2.3; 7.1; 7.1.3; 7.2; 7.2.1; 7.2.2; 7.2.3

Associated Documents

- ASC Child Protection and Procedures for Reporting Harm,
- Educational Practices, Planning and Program Evaluation,
- Information Handling,
- Respect for Children,
- Staff Handbook.

Procedure

The Kindergarten will draw upon the ‘Belonging, Being and Becoming’ Early Years Learning Framework and QKLG in guiding practice and will use these frameworks as the foundation for observational recording.

The Kindergarten shall take a collaborative approach to the documenting of children’s participation in the program as educators work with children to document their experiences and learning through a variety of methods including:

- Diary entries;
- Anecdotes;
- Photographs;
- Journals;
- Learning stories;
- Programming notes; and
- Evaluation forms.

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Educators may be required to complete observations/documentation regarding specific children's needs, particularly in relation to children with identified additional needs and/or medical concerns.

As part of the Kindergarten's ongoing planning, reflection and evaluation processes, educators will be required to document various aspects of children's learning and experiences within the program to ensure the Kindergarten's identified goals are met.

The Kindergarten may from time to time require educators to document long records of observations, particularly in respect to behavior incidents or issues relating to child protection matters.

The records and observations, if appropriate, may be made available to families upon request but shall under no circumstances breach confidentiality or privacy of another child or family in the sharing of such information.

Educators shall receive appropriate training and support to develop their observational recording skills.

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Toowoomba Anglican School Kindergarten aims to provide all children with appropriate, frequent and varied physical activity opportunities, focusing on enjoyment and participation, thereby encouraging positive physical activity habits in all children.

The laws and other provisions affecting this policy include:

- Education and Care National Law Act, 2011
- Education and Care National Regulations
- Education and Care Services National Law (Queensland) Act
- 'Belonging, Being and Becoming' Early Years Learning Framework
- Duty of Care
- Staying Healthy in Childcare 5th Edition
- NQS Area: 1.1; 1.1.1; 1.1.2; 1.1.3; 1.2; 2.1; 2.1.1; 2.1.2; 2.1.3; 2.2; 2.2.1; 2.2.2; 2.2.3; 3.1; 3.1.1; 3.1.2; 3.2; 3.2.1

Associated Documents

- Educational Practices, Planning and Program Evaluation,
- Facilities, Resources and Equipment,
- Inclusion and Anti-Bias,
- Sun Safety
- Physical Activity Policy

Procedure

When planning physical activity games and experiences, individual children's needs, interests, ages and capabilities will be taken into consideration

Educators will set up the indoor/outdoor area in such a way as to:

- promote safe physical play for children of different age groups and capabilities;
- stimulate children's interest and curiosity by being creative in their use of equipment and materials;
- offer a range of challenges and experiences, inviting children to explore, discover and experiment;
- facilitate the inclusion of children with special/additional needs;
- support children to create their own games and experiences;
- develop risk taking skills.

Educators will encourage children to help plan and set up physical play activities and equipment.

Educators will encourage children to play safely while negotiating indoor and/or outdoor play spaces to ensure the safety and wellbeing of themselves and others.

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Educators will encourage and provide appropriate support to children to participate in new or unfamiliar physical experiences.

Educators will act as good role models by becoming involved in and enjoying children's physical activities.

Amount and Types of Physical Activity

Children are actively encouraged to participate in a combination of moderate and vigorous physical activities every day, as part of play and games.

The Kindergarten will vary activity sessions to provide opportunities for children to participate in a variety of activities that are fun, suit their interests, skills and abilities and help to build their confidence.

Educators may incorporate water-based play activities into the outdoor environment ensuring risk assessments have been conducted prior to implementation.

Safe and Supportive Environments

Playgrounds, indoor and outdoor environments are checked regularly to ensure they are safe to use.

During the hotter months, playground equipment and surfacing, such as metal, concrete, stone, sand, rubber, plastic, soft fall mats and synthetic grass can heat up rapidly and retain heat. This can cause serious burns to skin upon contact. The following procedures will be undertaken by staff:

- Regular temperature checks of outdoor facilities and equipment will be undertaken to ensure these areas are suitable for use by children. A permanent record of date, time, item and temperatures tested will be kept.
- Observation of manufacturers' warnings and instructions for outdoor equipment. If this information is unclear or unavailable, ask manufacturers and installers to supply information on the equipment's suitability for outdoor use;
- Decide on if shoes will be worn outside based on temperature checks;
- Be mindful that children may touch, kneel, sit or lie down on surfaces;
- Be aware that shade structures may need repositioning accordingly during different times of the day or seasons if in direct sunlight;

Staff will be trained to ensure they know how to test outdoor surface temperatures and follow manufacturer/installer instructions for equipment use.

All physical activity sessions will be adequately supervised by an educator/s.

In adverse weather conditions, outdoor playing time is substituted with equivalent indoor activities.

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Educators and children wear broad-brimmed hats and apply a 30+ sunscreen on exposed skin at regular intervals when involved in outdoor activities (see Sun Safety Policy).

During outdoor play, children will be encouraged to play in shaded areas.

Drinking water is readily available with educators encouraging children to access it.

A well maintained first aid kit is on hand at each activity session.

Equipment

A wide range of safe, adequate and appropriate equipment for physical activity is available for children and, there are a variety of facilities available for children to use.

All play equipment is regularly maintained and cleaned with broken items identified and removed.

Equipment provided is flexible enough to allow children to move resources and equipment inside and/or outside to extend their learning opportunities.

Learning About Physical Activity

Educators inform children about the importance of physical activity for future health and wellbeing. Physical activity information and guidelines for parents are available in the Foyer. Appropriate physical activity manuals and other resources are available at the Kindergarten.

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Toowoomba Anglican School Kindergarten understands the need to maintain a healthy and safe environment for children and educators whilst at the same time valuing the aesthetic appeal of the natural environment. A number of plants and fungi are known to be poisonous to people and may pose significant risk if consumed, or in some cases handled. The service shall endeavour to ensure the environment is free of potentially poisonous plants and fungi.

* When **infectious disease** is referred to in these policies and procedures, it means communicable diseases and notifiable diseases (see Commonwealth Department of Health at www.health.gov.au)

The laws and other provisions affecting this policy include:

- Education and Care National Law Act, 2011
- Education and Care National Regulations 2011
- Education and Care Services National Law (Queensland) Act 2011
- Duty of Care
- Work Health and Safety Act 2011
- Plants and Fungi Poisonous to People in Queensland
- NQS Area: 2.1; 2.1.2; 2.2.1; 7.1.1

Associated Documents

- Facilities, Resources and Equipment,
- General Health and Safety,
- Preventative Health and Wellbeing.

Procedures

The Kindergarten shall maintain a current copy of the Queensland Government Resource “Plants and fungi poisonous to people in Queensland” produced by the Queensland Health Environment Protection Agency. This resource will be made accessible to and discussed with EYLC staff and management.

This resource is available at

http://www.health.qld.gov.au/poisonsinformationcentre/plants_fungi/default.asp

The Kindergarten shall keep in a visually accessible location the number for the Poisons Information Centre 131 126.

The Kindergarten environment will be maintained free from poisonous plants and fungi through:

- Regularly checking the service environment for growth of potentially poisonous plants, in particular weeds and fungi;

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- Immediately removing any recognised poisonous plants from the Kindergarten environment using appropriate gardening gloves and tools and disposing of these in a safe manner.

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

The laws and other provisions affecting this policy include:

- Education and Care National Law Act, 2011
- Education and Care National Regulations
- Education and Care Services National Law (Queensland) Act
- Duty of Care
- Staying Healthy in Childcare 5th Edition
- NQS Area: 2.1.2; 2.1.3; 2.1.4; 3.1.2; 7.1.2

Associated Documents

- First Aid Waste Management,
- Food Compliance,
- General Health and Safety,
- Hygiene,
- Infectious Diseases,
- Non Smoking.

Procedure

Sun Safety

Children and educators will wear broad brimmed hats and appropriate clothing when outside and have adequate shade provided by trees, shelter sheds or shade cloth.

Educators will encourage children, including by way of modeling behaviour, to avoid excessive exposure to the sun. This will be reflected in the timing of outdoor activities which will be kept to a minimum during the hours of 10.00am and 3.00pm, and guided by the UV index for the day.

Educators will encourage children, including by modeling behaviour, to apply a suitable sunscreen (at least SPF50+), which is reapplied according to the manufacturer's recommendations. Please refer to the Sun Safety Policy.

Ear Care

Children will be encouraged to consider their own ear health through discussions with educators on issues relating to their ears such as cleaning, noise, water and infections.

A Queensland Health initiative, The Deadly Ears Program aims to reduce the rates of chronic ear disease among Aboriginal and Torres Strait Islander children in regional, rural and remote

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communities across Queensland through consultation with local communities and the promotion of health initiatives for families.

Kindergarten Environment

A quiet area will be provided where children can be quiet and away from other children.

'No smoking' at or about the Kindergarten is a condition of entry for all people, including educators, parents and others entering the premises.

Reminder notices and signs, for educators and children, will be placed around the Kindergarten to remind all of the need to maintain a clean and healthy environment.

Cleanliness

Educators will ensure that the Kindergarten premises and all toys, dress-up clothes, paint shirts and other materials and resources are kept clean.

Tables, benches, floor surfaces and toilets will be cleaned thoroughly each day.

The refrigerator will be cleaned once a week.

Cupboards will be kept in a hygienic state to protect against any vermin outbreak. The premises will be regularly treated for the control of pests.

Educators will ensure that all tissues are disposed of immediately after use.

There will be a suitable area for waste disposal. This is to be covered and emptied daily into outside garbage units that are collected regularly.

Recycled items which were used, or suspected to have been used, in a non-hygienic environment, will not be used at the Kindergarten.

There will be suitable disposal facilities for first aid waste such as band aids, bandages, and/or blood soaked tissues and wipes. These will be disposed of daily.

There will be suitable facilities for the storage of soiled clothing. Soiled clothing will be placed inside a plastic bag and sealed. Soiled clothing will be returned to the family at the end of the day.

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Toowoomba Anglican School Kindergarten recognises and acknowledges that the children, their wellbeing, health and safety are the main focus. Children are to be treated by educators and other staff members at all times as unique and valued individuals and with respect and dignity.

The laws and other provisions affecting this policy include:

- Education and Care National Law Act, 2010
- Education and Care National Regulations
- Education and Care Services National Law (Queensland) Act
- 'Belonging, Being and Becoming' Early Years Learning Framework
- NQS Area: 1.1; 1.2; 2.1.1, 2.1.2; 2.3.4; 4.2.1; 4.3.2; 5; 7.1.1, 7.1.2; 7.2.1, 7.2.3, 7.3.5.

Associated Documents

- Anti-bullying,
- Arrival and Departure of Children,
- Behaviour Management,
- Children's Property,
- Child Protection,
- Educational Practices, Planning and Program Evaluation,
- Inclusion and Anti-bias,
- Information Handling,
- Toileting.

Procedure

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

- the Program and activities
- behavior expectations of the Service
- the physical aesthetic environment of the Service

Educators will:

- Foster all children's self-esteem and confidence, empowering them to make choices and guide their own learning and play;
- Promote children's sense of belonging, connectedness and wellbeing by interacting in a consistently positive and genuinely warm and nurturing manner;
- Have high expectations for each child, valuing their individual capacity to achieve and ensuring they experience pride in their achievements;
- Understand that behaviour management techniques should not involve physical punishment or strategies which belittle a child.

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- Respect the diversity of all children's backgrounds and abilities and accommodate the individual needs of each child;
- Treat all children equitably and respond positively to all children who require their attention; and
- Communicate with children respectfully, taking the time to listen and value what they say.

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Toowoomba Anglican School is, like all other enterprises, subject to a number of risks as well as important legal, regulatory, industry and policy requirements. The School is a responsible organisation and seeks to demonstrate a risk awareness, including by identifying and managing material risks and ensuring compliance as far as reasonably possible with all such requirements.

The laws and other provisions affecting this policy include:

- ACECQA: Australian Children’s Education and Care Quality Authority
- Education and Care Services National Regulations
- Education and Care Services National Law Act 2010
- Education and care Services National Law (Queensland) Act 2011
- 5th Edition Staying Healthy in Childcare
- The Child Protection Act (1999) and all Child Protection in Anglican Education and Care Services Policy and Procedures
- The Working with Children Risk Management and Screening Act and Regulations
- Convention on the Rights of the Child
- Tobacco Laws in QLD
- NQS Area: 2.1.4; 2.3.3; 2.3; 4.1; 4.2.1; 7.1.1, 7.1.4, 7.1.5; 7.2.3; 7.3.1, 7.3.2, 7.3.3, 7.3.5.

Associated Documents

- ASC Student Protection in Anglican Schools,
- Compliance Management.
- Excursions,
- Facilities, Resources and Equipment,
- Food Compliance,
- General Health and Safety,
- Staff Handbook.

Procedures

School Management will take responsibility to develop, maintain and monitor a risk management program appropriate to the Kindergarten, including a method of ensuring that the Kindergarten takes appropriate steps to comply with:

- The Policies and Procedures of the Kindergarten;
- Commission for Children Young People and Child Guardian requirements;
- Work Health and Safety Practices;
- Equal Opportunity Employment;
- Adequate insurance;
- the Service Approval status applicable to the Kindergarten and other relevant laws applicable;

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- Maintenance of equipment and facilities;

School Management, in conjunction with the Nominated Supervisor, will develop and manage, through its regular meetings, an annual rolling program of reviews of all of the Policies and Procedures of the Kindergarten, to ensure that they comply with relevant requirements.

The Head of School, or his/her delegate, acting as Quality Officer is responsible to monitor changes in current laws and other regulatory requirements. To do this, Quality Officer will proactively and fully inform her/himself, through subscribing to appropriate information services, industry bodies and attending all relevant and appropriate forums for discussing these issues.

The Head of School and Quality Officer will arrange for educators to be informed of all such changes and requirements through such means as the educator training program, regular team meetings and/or Kindergarten communication book.

High Risk Activities and Special Events

High level risks and special events shall be identified from time to time within the program, through consultation with educators, management and other relevant stakeholders. Such events may include but are not limited to excursions and/or incursions.

The risk management process shall be conducted for each of the activities identified as a high risk or special event and shall be conducted prior to the scheduled timeframe for the event or activity.

All relevant stakeholders shall be informed of how the service intends to manage high level and special event risks and appropriate training and support for stakeholders will be made accessible.

Crisis and Critical Events

This may include emergency situations such as fire, flood, death of a staff member or child at school, traffic accident at school or external threats, evacuation etc.

In the event of a crisis or critical incident occurring the Critical Incident Management Plan will be followed.

The details of the crisis or critical event shall be documented and shall include the projected impact on the stakeholders within the Kindergarten, immediate actions, follow up actions and ongoing actions.

Immediate actions may include:

- Carrying out plans as per the Critical Incident Management Plan;
- Ensuring immediate safety of those involved;
- Administering first aid;
- Reassuring children, families, employees, volunteers and students;

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- Seeking assistance from emergency services and management;
- Accompanying children or others to hospital by ambulance when necessary.

Follow up actions may include:

- Seeking access or referral to, appropriate counseling and critical incident debriefing services to provide support to those affected within the Kindergarten including children, families, employees and management.
- Observing children’s reactions and behavior;
- Supporting children to appropriately express thoughts and feelings;
- Providing a stable and nurturing environment with familiar routines;
- Supporting employees through team meetings and accessing relief employees to support when appropriate;
- Providing professional support and special leave when needed;
- Supporting families through meetings and written information;

Ongoing actions may include:

- Monitoring and supporting children, families, employees, volunteers and students;
- Evaluating emergency and critical event management plans.

Managing Breaches of the Risk Management Strategy

Risk Management Plans for high risk activities and special events shall be monitored on a regular basis (annually or as required).

Information regarding the Kindergarten’s risk management strategy shall be shared with all relevant stakeholders including employees and families.

Management shall have overriding responsibility for overseeing the implementation of the process and for ensuring that any breaches of the strategy are immediately rectified.

Communication and Support

Information shall be made accessible to families, volunteers and employees regarding the Kindergarten policies and procedures in relevant handbooks as well as having access to a full copy of the Kindergarten’s policies and procedures.

Information shall be dispersed to families, volunteers and employees through appropriate newsletters, flyers and other methods of communication.

Training materials and strategies shall be made available and accessible to help employees, volunteers and parents identify and manage risks of harm.

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Toowoomba Anglican School Kindergarten will ensure that the perimeter of the Centre's Approval area is secure for the safety and security of children and staff.

The laws and other provisions affecting this policy include:

- Education and Care National Law Act, 2011
- Education and Care National Regulations
- Education and Care Services National Law (Queensland) Act

Procedures

The Nominated Supervisor and Director of Kindergarten will ensure that the following processes are implemented by the Kindergarten.

For periods in relation to the Kindergarten Service Approval (8:00am to 3:00pm)

-
- All gates at the front entrance of the Kindergarten and the back gate near the Millennium Centre must be securely closed at all times.
- Security gates at the front of the Kindergarten may be used by School staff, students and visitors during the school day. Signage will be attached to these gates requesting all users to ensure the gates are securely closed.
- The gates entering into the Bike Track area, located at the rear of the Kindergarten outdoor area and the Millennium Centre, must be locked at all times when not in use by the Kindergarten children.
- Staff will check these gates are locked prior to the Kindergarten opening hours as part of the daily checklist and regularly during the day.
- Keys to these gates must be readily accessible by all staff.
- The Bike Track gates will only be unlocked when a planned activity is occurring and is fully supervised by Kindergarten staff. Gates at the rear of the bike track must be locked at all time and only opened with consultation with the Director of the Kindergarten.

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Introduction

Learning to relax our bodies and minds is an essential life skill and important for children's growth and development. A child's learning and behaviour can be impacted by their quality and quantity of sleep. Our Kindergarten creates a healthy, safe and supportive sleep, rest and relaxation environment that responds to the needs of individual children and evidence-based research.

The laws and other provisions affecting this policy include:

- Education and Care National Law Act, 2010
- Education and Care National Regulations
- Education and Care Services National Law (Queensland) Act
- Duty of Care
- NQS Area: 2.1.1, 2.1.2; 2.1.3; 4.2.1; 6.1.1; 6.2.1; 6.3.2; 7.1.2; 7.3.1, 7.3.2; 7.3.3, 7.3.5.

Associated Documents

- Emergency Health and Medical Management,
- Enrolment
- General Health and Safety.

Procedure

Educator Responsibilities

Partnerships with families

- Throughout the enrolment and transition to Kindergarten process, children's sleep, rest and relaxation routines will be discussed with parents/carers.
- We respect parent/carer decisions regarding their child's sleep, rest and relaxation requirements and routines.
- We seek information regarding any circumstances or timing that may affect a child's sleep, rest and relaxation routine and share this respectfully with all stakeholders. An example of circumstances that may affect a child's sleep, rest or relation routine may be illness, change or disruptions to family and home routines.
- Provide parents/carers with information regarding their child's daily sleep, rest and relaxation choices and routines.

Working in partnership with children

- The child's class teacher is ultimately responsible for their sleep, rest and relaxation needs.

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- The class teacher and educators will discuss the importance of sleep, rest and relaxation for growing bodies with the children.
- Model and assist children to identify body cues, which indicate the need to sleep, rest and relax.
- Respect each child's rhythm and pace. Respectful practice consists of embedding rituals that cue sleep, rest and relaxation.
- Careful observation, discussion and responses to children's individual cues to determine appropriate timing and strategies.
- Enabling individual children to sleep, rest or relax at different times and in different ways during the day depending on their needs.
- The staff on duty during the Sleep, Rest and Relaxation time will assist the child in making their own choices for sleep, rest and relaxation.
- Foster relationships with children where they feel safe, secure and protected at all times of the day.

Creating a responsive and safe sleep, rest and relaxation environment

- Provide spaces and places within the indoor and outdoor environment where children are able to retreat if needed during the day.
- Develop and design regular, consistent and relaxing rituals. Consider and plan for transitions that prepare children for sleep, rest or relaxation.
- Create a peaceful and comfortable sleep, rest and relaxation environment, which includes reducing light, temperature, noise and activity level.
- Be responsive to individual sleep, rest and relaxation needs including being dressed appropriately.
- Identify the level of risk for individual children when determining sleep monitoring needs, including age of the child, medical conditions, and sleep issues.
- Ensure that mats and rest and relaxation areas are in a safe position away from electrical cords and power points.
- When children are resting, ensure that only well-maintained and hygienic mats are used with clean linen.
- Ensure that bed linen and mats are well-maintained and cleaned daily 'between' use of different children and stored in a hygienic manner.
- As a staff team, regularly reflect upon and discuss children's sleep, rest and relaxation routines.

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Toowoomba Anglican School Kindergarten strives to follow its transparent processes to employ educators who are qualified and appropriate for the position. The service also strives to be an equal opportunity employer. To ensure the best possible outcomes through the recruitment and selection process, it is essential to implement practices and procedures to ensure suitable candidates for positions are employed.

The Kindergarten strives to follow its transparent processes to employ casual staff who are qualified educators and appropriate for the position. The service also strives to be an equal opportunity employer. To ensure the best possible outcomes through the recruitment and selection process, it is essential to implement practices and procedures to ensure suitable candidates for positions are employed to relieve staff during all leave arrangements.

The laws and other provisions affecting this policy include:

- Anglican School's Enterprise Bargaining Agreement
- Education and Care National Law Act, 2010
- Education and Care National Regulations
- Education and Care Services National Law (Queensland) Act
- Commission, Young People and Child Guardian Act 2000
- Commission, Young People and Child Guardian Act 2000
- Child Care Industry Award – State 2003 (for services operated by P&C Associations)
- Children's Services Award 2010
- Fair Work Act 2009 and National Employment Standards
- Duty of Care
- NQS Area: 4.1; 4.2.1; 7.1; 7.2.1; 7.3.1, 7.3.2, 7.3.5.

Associated Documents

- Educational Practices, Planning and Program Evaluation,
- Compliance Management,
- Staff Handbook.

Procedures

Recruitment

Vacant permanent part-time positions may be offered internally if Management, in conjunction with the Nominated Supervisor feel there is a suitable candidate.

If there are no suitable candidates for internal appointment, the position will be advertised through appropriate agencies or sources including:

- Local and District Newspapers;
- Appropriate Websites including student employment via Tertiary institutions;
- School Newsletters.

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Suitable advertisements should include a description of the position, hours/days required, personal attributes and appropriate qualifications, closing date for applications and address. Written applications should include a cover letter, resume and selection criteria where appropriate. (Particularly in relation to the recruitment of permanent positions such as Supervisors and other positions as applicable.)

Applications received by the due date shall be reviewed by the Head of School and Nominated Supervisor. Suitable candidates will then be called to arrange interviews.

The interview process will include a panel of up to three key personnel made up of either:

- Management representatives;
- Centre Representatives;
- Appropriate School employees.

Selection criteria and interview questions based on requirements for the position will be reviewed prior to the interview date by the selection panel.

The selection panel shall conduct the interview in a professional manner, using questioning techniques to ascertain the candidates' suitability for the position. Should the panel be unable to agree on a suitable candidate, then further interviews may be required.

Educators will only be employed (including as volunteers) if, after reasonable enquiries, including reference checks by the Nominated Supervisor (or School Management) and checks with the Anglican National Register and ACECQA Qualifications Register, they are appropriate for the job, as contemplated by the Role and Expectations of Educators Policy.

Suitable candidates shall be contacted by a member of the selection panel to make offer of the available position and to negotiate starting dates and inform of the orientation and induction process.

A written letter of offer will be sent to the successful applicant informing them of the decision.

Unsuccessful interviewees will be notified as soon as possible by telephone call or written correspondence if applicable.

Certified copies of staff qualifications, suitability notices, first aid qualifications will be requested and kept confidentially by the service in individual employee files.

Casual educators may be employed following the steps below:

- Requesting an appropriate resume from the candidate, including three character referees;
- The Nominated Supervisor, Head of School, Deputy Head or representative, interviewing the candidate;
- Contacting at least two referees to check the person's character;
- Contacting the Anglican Church National Register;

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- Completion of validation of blue card form;
- Obtaining a copy of the appropriate qualifications of the person for the relevant job that are checked on the ACECQA Qualifications Register.

Prior to being selected for a job, whether as a paid employee or a volunteer, the person will be given a written job description and terms of employment (for paid employees), Staff Handbook and access to all of the School's Policies and Procedures.

The successful candidate will be required to sign an employment agreement stating that:

- They have received and agree to accept the job on the basis of the materials given to them; and
- Agree to observe strictly the Policies and Procedures, as modified from time to time.

All new educators (including volunteers) will be given an induction session, of at least 2 hours duration, by the Nominated Supervisor or other suitable educator, to ensure they are aware of (and where relevant) obtain copies of:

- Their terms of employment or engagement (including role description);
- Relevant pay award;
- All Policies and Procedures (including grievance procedures);
- Information about the philosophy and goals of Toowoomba Anglican School and Kindergarten;
- The Staff Handbook;
- National Quality Standards for Education and Care Services;
- "Belonging, Being, Becoming" Early Years Learning Framework;
- The physical facilities of the Service;
- The other educators in the Service and their roles;
- The Duty of Care owed by educators to children and others; and
- Any other matters which are necessary to enable the educator to properly do their job within the Service, or which they reasonably wish to know.

The Nominated Supervisor shall, in conjunction with Management and educators, review the relevant job descriptions and any other requirements relating to the job (e.g. job performance indicators which have been previously agreed), at least once each year and shall ensure that any resulting changes to the job description, performance indicators or terms of employment are recorded, and accepted by both parties.

The Head of School shall review the job description of the Nominated Supervisor and any other requirements relating to the job (e.g. job performance indicators which have been agreed), at least once each year and shall ensure that any resulting changes to the job description, performance indicators or terms of employment are recorded, and accepted by both parties.

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The Head of School shall ensure that appropriate expert industrial relations advice is sought and obtained as necessary to deal with staffing issues within appropriate legal and industrial standards.

Staff Leave

Casual Relief Staff for Leave

Toowoomba Anglican School Kindergarten recognizes the need to employ suitably qualified relief staff members on a casual basis to relieve staff who are absent in relation to short-term illness or leave.

The Casual Relief Staff will be employed according to the school's Recruitment and Employment Policy.

The Kindergarten Casual Relief Staff will receive an induction program and the Relief Staffing Folder for information pertaining to their roles, duties and expectations.

Casual Relief Staff's documentation will be added to the Kindergarten Staff Record. When a staff member is absent from the Kindergarten because of short-term illness or leave, the following procedures will occur according to the laws and provisions stated above.

Kindergarten Early Childhood Teacher

In the case of short-term illness (up to 2 days) leave the Kindergarten Early Childhood Teacher will notify the Deputy Head of their absence prior to or before 7:30am on the day of being absent. The Deputy Head will arrange a relief staff member who holds an approved diploma level education and care qualification (does not apply in case of a period of leave exceeding 12 weeks) or holds a qualification in primary teaching from the School/Kindergarten Relief Teaching Pool. The Nominated Supervisor is to be notified.

Kindergarten Teaching Assistants

In the case of short-term illness (up to 2 days) leave the Kindergarten Early Childhood Teaching Assistant will notify the Deputy Head of their absence prior to or before 7:30am on the day of being absent. The Deputy Head will arrange a relief staff member who holds an approved certificate or diploma level education and care qualification.

All Other Leave Types

In relation to all other Leave Types all Kindergarten Staff are required to complete Toowoomba Anglican School Request For Leave proforma (Located on the Share Drive) and submit it to the Head of School for approval. The Request for Leave form will then be submitted to the Deputy Head of School and Director of Kindergarten to arrange the appropriate casual relief staff. This form is to be submitted to the Head of School at your earliest convenience.

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Communication to Parents/Carers

In the event of a staff member's absence of three days or longer, the Dean of Early Years, Head of School or Deputy Head of School will communicate to the Parents/Carers through a letter informing them of the Casual Relief Staff member who has educated and cared for their child.

A sign will be displayed within the Kindergarten notifying Parents/Carers of the educator's absence and name of the Casual Relief Staff Member for the allocated period of time.

The Staffing Roster in the Kindergarten Foyer will be amended to reflect the change in staffing for the specified period of time.

Release of Staff

In the event of an emergency or requirement to leave the Kindergarten premises all staff must notify the Director of Kindergarten to seek approval. The staff is required to communicate the estimated time of release and return as well as the purpose. The Director of Kindergarten will ensure that the regulated staff ratios are maintained so that the children are adequately supervised at all times.

The Staff are not to be released or leave the Kindergarten until a suitable replacement has signed in at the Centre and the correct staff ratios are maintained.

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Toowoomba Anglican School Kindergarten recognises and acknowledges the value of planning strategically to ensure the future and ongoing viability and growth of the Centre therefore the School Executive will review Kindergarten operations regularly and take a planned approach to the Kindergarten's future.

The laws and other provisions affecting this policy include:

- Education and Care National Law Act, 2010
- Education and Care National Regulations
- Education and Care Services National Law (Queensland) Act
- NQS Area: 3.1.1; 3.2.2; 3.3.2; 6.1.2; 7.2.3; 7.3.1, 7.3.2, 7.3.5.

Associated Documents

- Purchasing
- As listed under Procedure

Procedure

The School's Executive shall plan an annual meeting to strategically review operations and to take a planned approach to the Kindergarten's future. This will occur during the School's annual strategic planning sessions..

Educators shall be provided with the opportunity to be involved in the process of strategic planning.

The following documents/resources may be used to inform planning decisions:

- Quality Improvement Plan
- Audited financial reports and budget;
- Attendance patterns;
- List of Policies and Procedures;
- Calendar of Events;
- Marketing materials/strategy;
- Others as required.

Kindergarten staff may seek external support and advice in the process as required.

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The Sun Protection Policy aims to:

- Provide ongoing education that promotes personal responsibility for skin cancer prevention and early detection
- Provide environments that support Sun Protection practices
- Create an awareness of the need to reschedule work commitments and outdoor activities to support Sun Protection practices.

The laws and other provisions affecting this policy include:

- Work Health and Safety Act 2011
- Duty of Care
- Qld Cancer Fund 'SunSmart Policy Guidelines'
- Cancer Council Australia
- Staying Health in Childcare (5th Edition)
- NQS Area: 1.1.3; 2.1.1; 2.2.2; 2.3.2; 3.1.1; 4.2.1; 6.1.1, 6.1.3; 6.2.1; 7.1.2; 7.3.2; 7.3.5.

Rationale

Queensland has the highest rate of skin cancer in the world. 80% of newly diagnosed cancers in Australia, are skin cancers. Skin damage, including skin cancer, is the result of cumulative exposure to the sun. Nearly 80% of a person's lifetime sun exposure occurs before the age of 21, with just five doses of sunburn doubling the risk of melanoma.

With this in mind Toowoomba Anglican School Kindergarten realises the need to protect children's skin and educate them about sun protection behaviours, thus reducing the risk of skin damage from exposure to the sun.

Associated Documents

- Communications.
- Enrolment,
- General Health and Safety,
- Physical Activity,
- Preventative Health and Wellbeing,

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Our Commitment

Toowoomba Anglican School Kindergarten will:

- Inform parents of the Sun Protection policy.
- Maintain an adequate amount of shade cover within the Kindergarten grounds, increasing where appropriate.
- Where appropriate, have a sun protection education program
- Encourage all teachers and staff to act as positive role models for children in all aspects of Sun Protection behaviour.
- Seek ongoing support from parents and the Kindergarten community for the Sun Protection statement and its implementation, through all communications.
- Ensure that all children and staff wear a broad brim hat when at sport and physical education.
- Ensure that all children wear a swim shirt (rash shirt) when participating in swimming lessons.
- Ensure that SPF30+ broad spectrum water resistant sunscreen remains available to all children and staff with an appropriate length of time given to apply sunscreen before the lunch break.
- Encourage children without adequate sun protection to use shaded or covered areas at recess and lunch times.
- Maintain recommendations for Sun Protection clothing.
- Ensure that, wherever practical, outdoor activities are timetabled to occur before 10am or after 3pm
- Review the Sun Protection policy regularly.

Our Expectations

Parents/carers will:

- provide the Toowoomba Anglican School Kindergarten broad brimmed, Sun Smart hat for their child and ensure that they wear it to and from Kindergarten.
- ensure that their child applies SPF 30+ broad-spectrum, water resistant sunscreen 20 minutes before leaving for Kindergarten
- ensure that their child's clothing provides adequate protection from UVR. The Queensland Cancer Fund recommends clothing with the following features:
 - dark coloured
 - collars and sleeves
 - closely woven fabric
 - natural fibre
 - act as positive role models by practising Sun Smart behaviour
 - support the Kindergarten Sun Smart Policy and help to design and regularly update the policy.

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Children will:

- be aware of the Kindergarten's Sun Smart Policy
- use shaded or covered areas when outdoors
- take responsibility for their own health and safety by being Sun Smart
- comply with Sun Smart rules and guidelines by wearing suitable hats, clothing, sunscreen and sunglasses
- apply SPF 30+ broad-spectrum, water resistant sunscreen 20 minutes before going outdoors
- act as positive role models for other children in all aspects of Sun Smart behaviour
- help to design and regularly update the Sun Smart Policy
- participate in initiatives to protect the Kindergarten population from excessive exposure to the sun.

Guidelines for Teachers and Educators

Regarding children complacency:

- Involve children body in both the development and implementation processes.
- Incorporate Sun Smart education programs into the curriculum. Contact the Cancer Helpline on 13 1120 for information and/or resources.

If children resist wearing hats, sunscreen, etc.:

- Involve children in the promotion of the Sun Smart Policy.
- Consider the different types of sunscreen available which comply with the Cancer Council recommendations.
- Encourage staff to act as positive role models in Sun Smart behaviour by wearing appropriate hats, sunscreen, clothing and sunglasses whenever outdoors.

Regarding disruption of routine:

- Make the Sun Smart practices an integral part of the daily routine. Reschedule activities to allow sufficient time for children to prepare for outdoor activities.
- This will also include temperature checks of outdoor equipment – please refer to Physical Activity policy.

If hats are not kept on outdoors:

- Inform parents if hats are ill fitting. Ensure that children extra sunscreen when hats are not practical, for example during swimming or contact sports.

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“Adult supervision is a key factor in providing safe environments for children. Supervision, together with other risk minimisation strategies, can prevent or reduce the severity of injury to children” (NCAC). TAs Kindergarten believes children must be adequately supervised at all times that they are being educated and cared for both at the Kindergarten and on excursions. The education and care service must prioritise regular assessment of their supervision practices in order to increase staff awareness of their duty of care and to continuously improve supervision procedures. Supervision is also an opportunity to actively engage with the children in the learning environment and during routine times to support development.

The laws and other provisions affecting this policy include:

- Education and Care National Law Act, 2010
- Education and Care National Regulations (Current 23 December 2016)
- Education and Care Services National Law (Queensland) Act (Current 1 May 2013)
- Commission, Young People and Child Guardian Act 2000 (Current 1 January 2014)
- Duty of Care
- NQS Area: 1.1.5; 2.1.1; 2.2.2; 2.3.1 2.3.2, 2.3.3; 3.1.3; 3.2.1; 3.3.2; 4.1; 4.1.14.2.1; 5.1.2; 5.1.3; 5.2.3; 6.1.3; 6.3.3; 7.1; 7.2.2; 7.3.1, 7.3.2, 7.3.3, 7.3.5.
- National Quality Standard:
- Standard 2.3 Each child is protected.
- Element 2.3.1 Children are adequately supervised at all times.
- Element 2.3.2 Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
- Element 3.1.3 Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.
- Element 4.1 Staffing arrangements enhance children’s learning and development and ensure their safety and wellbeing.
- Element 4.1.1 Educator-to-child ratios and qualification requirements are maintained at all times.
- Element 5.2.3 The dignity and rights of every child are maintained at all times.

Associated Documents

- Excursions
- Transport for Excursions
- Illness and Injury
- Emergency Procedures
- Lockdown
- Evacuation

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Procedure

In setting Educator ratios, the Director will be guided by the Education and Care National Regulations and the transitional provisions of Queensland, which set out the following:

- Regulation 115: Premises designed to facilitate supervision. The Approved Provider of the Kindergarten must ensure that the education and care service premises are designed and maintained in a way that facilitates supervision of children at all times that they are being educated and cared for at the Kindergarten, having regard to the need to maintain the rights and dignity of the children.
- Regulation 123: A maximum of 11 children (36 months to school age) to one educator: Staff/child ratios will be in keeping with, or better than, those set out in the Education and Care Services National Regulations. In setting staff ratios, consideration will be given to the activities undertaken, ages and abilities of the children and any special needs that the children may have. Educators must be working directly with children to be included in the ratios.
- Regulation 120: Educators who are under 18 years of age are to be supervised. Any Educator under the age of 18 years will not work alone at the Kindergarten and will be supervised.
- At least one Educator, with the required first aid qualifications, will be in attendance at any place children are being cared for, and immediately available in an emergency, at all times children are being cared for by the Kindergarten.
- Children who may require additional support, assistance or attention are considered. This may include extra Educators in accordance with funding and support arrangements for that child.
- For excursions, Educator ratios will be determined once a full risk assessment of the activity has been conducted. When setting these ratios, the following aspects of the excursion will be taken into account:
 - The proposed route and destination for the excursion;
 - Any water hazards and/or risks associated with water-based activities;
 - The transport to and from the proposed destination for the excursion;
 - The number of adults and children involved in the excursion;
 - Given the risks posed by the excursion, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialised skills are required (eg. lifesaving skills);
 - The proposed activities and duration of the excursion.

The Kindergarten will:

- Ensure that the premises are designed and maintained to facilitate supervision of

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children at all times while considering the need to maintain the rights and dignity of all children.

- Ensure that the age and supervision requirements for Educators are maintained at all times. Any Educators who are under 18 years of age may work at the centre-based service, provided they do not work alone and are adequately supervised at all times by an Educator who is over 18 years of age.
- Notify the Approved Provider and/or 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 education and care services premises.

The Director 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 service 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.
- Document a supervision plan and strategies for both the indoor and outdoor areas. This will assist Educators to position themselves effectively for supervising the children’s play. It is the responsibility of all staff members to ensure that areas are supervised accordingly and request extra assistance if required. In the event that a child is to use the toilets, staff are to notify other staff members that a child is in the toilet and request extra supervision assistance if the child requires assistance in the toilet.
- TAS Kindergarten will take into consideration the layout of the premises and grounds, any higher risk activities, the presence of any animals, the location of activities and the location of bathroom and nappy change facilities.
- Inform new and relief Educators about supervision arrangements and what is required of them in relation to supervising children.
- Regularly review the supervision plan and strategies to evaluate the effectiveness of the plan and its implementation by Educators. The supervision plan and strategies will be displayed for families in all rooms and in the outdoor area.
- Will ensure the Educators engage in quality interactions with the children while supervising.

Educators will:

- Display awareness - a skill that requires a knowledge of children, including knowing each child’s range of skills, interests, ability to interact with others and developmental stage. Knowledge of children helps teachers to monitor and enhance skills that promote children’s positive behaviour.
- Implement positioning - a skill that requires being able to see all of the children. Staff

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position themselves to be aware of the entire environment and to see as many children as possible. All children are monitored by sight or sound at all times.

- Implement scanning - a skill that involves regularly glancing around the classroom and playground to see children’s involvement and what is happening.
- Use redirection - a skill used as an aid in preventing undesirable and unsafe behaviour. Children are redirected to other areas/ activities when undesirable behaviour is imminent or occurs. This technique helps ensure the safety of all children.
- Provide supervision for all children in areas that are near equipment where injury may occur, requires the use of the above methods and being in close proximity to the children. Children waiting to be picked up due to illness or injury are kept safe, comfortable, and under close supervision.
- Implement quality Interactions – staff will engage in meaningful interactions with children to promote learning during play and routine times.
- Implement consistent supervision strategies and not perform other duties while responsible for the supervision of children.
- Be aware of the importance of communicating with each other about their location within the environment.

The Nominated Supervisor will ensure that this policy is maintained and implemented at all times.

- Before Transitioning from Indoor to Outdoor in the morning or leaving the Centre for regular excursions
 - Check the sign in register with those who are present so that all have been signed in and who is absent so an accurate count can occur by 9.00am or time of departure of the excursion. This will occur on the mat.
 - Recounting of children as they line up at the gate to leave the service area.
 - Recounting of children at the excursion destination.
 - Recounting of children when departing the excursion.
 - Recounting of children at the gate before they reenter the service area.
- Transitioning from Environments and Routine Events - Outdoor to Indoor Strategies
 - Organise children gather at the door or sit on the mat to count and ensure that all children are accounted for.
 - All staff assist in transitioning from one environment to the next and are involved in counting and ensuring that all children are accounted for.

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- Bathroom and Meal Break transitions
 - Both educators need to be present to transition children before Morning Tea and Lunch time. Children are to be accounted for by counting when they are seated having their meal break.
 - Positioning of equipment to ensure that the children are unable to leave the premises and open doors.
 - Morning regular daily safety checks to ensure that new and existing equipment is positioned in a safe way and is unable to be used by a child to exit the building. This includes equipment near any exit point including doors and gate.

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The Toowoomba Anglican School Kindergarten recognises the need to ensure the safety of all children whilst accessing the toilet and acknowledges that from time to time, children may require additional support and assistance, particularly when they are younger than school age. Thus the Kindergarten seeks to ensure that the personal health, hygiene and safety of children and Educators is supported, through the consistent implementation of the following procedures to protect children from risk of harm or injury.

The laws and other provisions affecting this policy include:

- Education and Care National Law Act, 2011
- Education and Care National Regulations
- Education and Care Services National Law (Queensland) Act
- Duty of Care
- Commission, Young People and Child Guardian Act 2000
- NQS Area: 1.1.5; 2.1.1, 2.1.2, 2.1.3; 2.3.1, 2.3.2; 3.1.1, 3.1.2; 3.2.3; 4.1; 4.2.2; 5.1; 5.1.1; 5.2.3; 6.1; 6.1.1; 6.2.2; 7.1.2, 7.1.3

Associated Documents

- Commitment Statement – Children Safety and Wellbeing
- Communications
- Educational Practices
- Employee Code of Conduct
- Enrolment
- Excursions
- General Health and Safety
- Hygiene
- Inclusion and Anti-bias
- Medical Conditions
- Respect for Children
- Supervision of Children and Educator Ratio

Procedures

It is expected that children will be toilet trained prior to enrolling into any program at the Toowoomba Anglican School Kindergarten.

It is understood that children may experience toilet incidents from time to time and these need to be managed in a manner that minimises embarrassment for the child and ensures safety and hygiene for the child and Educator.

The Kindergarten:

- Educators shall check the toilet facilities for safety prior to the commencement of the daily program/s.
- Shall supervise all children whilst accessing the toilet facilities.
- Will provide access to the toilets located in between the Red and Gold/Blue Rooms.
- Will provide access for adults to the toilets located at the western end of the Millennium Centre and in the staff toilet. No adult outside of the Kindergarten staff should access

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the children's toilets. A parent is to advise Kindergarten staff if their child needs to use the toilets and the staff member will assist.

Educators shall be required to support the personal hygiene of children with toileting when it becomes known to them that a child is in need of assistance.

A toileting kit will be available (kept in the staff toilet / nappy change area), to assist Educators with toileting issues. The kit includes gloves, wipes, hand sanitiser and appropriate bags for soiled materials. Latex free gloves will be available should there be an allergies.

Children who are frequently troubled with personal hygiene and toileting needs will be required to have extra spare clothes. Educators and/or the Director will discuss requirements and any extra assistance with the parents.

Escorting Children to the Toilet

Educators shall observe practices to ensure that they are not placing themselves in a compromising situation while escorting children to the toilet area and will advise other staff members on duty to ensure children:staff ratios are covered and that the staff member is assisting in the toilet.

Children shall be regularly reminded to go to the toilet and transition times will provide time to encourage all children to visit the toilet.

Educators will ensure that the Centre's communication procedures, eg supervision/ratios, are followed when escorting children to the toilet in another area.

Assisting Children with their Toileting

Educators shall notify a team member that a personal hygiene incident requires their support and, where possible, a second team member shall be called to be present during the toileting support.

Educators shall support children's emotional needs, demonstrating empathy and compassion and should not, under any circumstances, cause further embarrassment to the child. Nor should they become forceful in their assistance to children.

Staff shall assist children to toilet and follow hygiene procedures by:

- Encouraging children (if able) to clean themselves independently through provision of suitable wipes and means of disposal (wipes are not suitable for flushing).
- Ensuring their hands are cleaned and sanitised and gloves are generally worn.

All staff shall be provided with training and support to assist in toileting children, particularly in the case of children with high support needs. This may be through written communications, direct training and/or information sharing at staff meetings.

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Toileting on Excursions

For the purposes of Excursions, the following procedures shall be implemented to ensure the health and safety of children while using the toilet:

- On arrival at the venue, the toilet area, including cubicles, shall be checked for safety by an Educator before being used by the children.
- When children need to leave the group to use the toilet facilities, Educators will escort them to the toilet, do another safety check, and remain in close proximity.
- Educators will monitor the toilet area while in use by the children, particularly when there are other members of the public in attendance.
- When visiting the Library on the main school campus, children may use the Library toilet. The Educator/Teacher will escort them to the toilet, check the area and remain in close proximity while the child uses the toilet. The Educator/Teacher will advise the other staff member that they are escorting children to the toilet.

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Toowoomba Anglican School Kindergarten promotes safety in the transporting of children in vehicles during the operation of program activities. The following measures, articulated through procedure, support legislative attempts to reduce the effects of serious injury or death in the event of a crash.

The laws and other provisions affecting this policy include:

- Education and Care National Law Act, 2010
- Education and Care National Regulations
- Education and Care Services National Law (Queensland) Act
- Queensland Government, Child Restraint Legislation, Department of Transport and Main Roads
- NQS Area: 2.3.1, 2.3.2; 6.1.1; 7.1.2, 7.3.5

Associated Documents

- Excursions
- Risk Management

Procedure

In the rare case of children being transported in a private vehicle during the operation of the program, appropriate child restraints in accordance with recommendations for children 4-7 years, which are a booster seat with H-harness or a booster seat with a secured adult seatbelt, will be used. Booster seats provided shall be Australian Safety Standard approved. (Australian Standard AS 1754 Child Restraint Systems Used in Motor Vehicles.)

The following requirements will also apply:

- A child may stop using a child restraint once they turn seven or if their eye level is above the back of the booster seat;
- A child aged between four and seven years of age cannot sit in the front seats of a vehicle that has more than one row of seats unless all the other seats are occupied by children under seven years of age;
- Should the back seat have two child restraints fitted and there is no room for a third child restraint, a non-tethered booster seat or booster cushion can be used, providing the child using the booster seat is between four and seven years of age.

In the case of children being transported in a taxi during the operation of the program, the following guidelines shall be followed:

- children under the age of seven must not be seated in the front row of seats in a taxi. Taxi drivers will be responsible for ensuring that children between the ages of seven and sixteen are properly restrained in a seatbelt. The service shall support the taxi driver in meeting such requirements;

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- The service shall ensure that children up to the age of seven are appropriately restrained when using Taxi transport, whether in an approved child restraint or adult seatbelt;
- Taxis and booked hire vehicles are required to provide a child restraint anchor point but not the restraint.
- Where no restraint is available, it is strongly recommended that all children travelling in taxis or booked hire vehicles be restrained, at least by an adult seat belt.

In the case of children being transported in a bus during the operation of the program, the following guidelines shall be followed:

- Bus transport with 13 or more seats must be fitted with seatbelts.
- The restraint provisions for four to seven year olds apply to a bus that has 11 or 12 seats with all passengers having to wear seat belts.

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KINDERGARTEN SUPERVISION OF CHILDREN AND EDUCATORS RATIO POLICY

Toowoomba Anglican School Kindergarten acknowledges that the safety of children is paramount and therefore takes a proactive approach, through the implementation of specific Policies and Procedures, to ensure the adequate and appropriate supervision of children whilst enrolled and attending the Service program.

The laws and other provisions affecting this Policy include:

- Education and Care Services National Law Act 2010 and Regulations 2011
- Family and Child Commission Act 2014
- Child Protection Act 1999 and Regulations 2000
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- Duty of Care
- NOS Area: 1; 2.3; 4.1; 4.2.1; 5.1.1, 5.2; 6.2.2; 7.1.2,

Associated Documents

- Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm,
- Educator Ratios,
- Arrivals and Departures of Children,
- Behaviour Support and Management,
- Anti-bullying,
- Inclusion and Ant-Bias,
- Managing Duty of Care – Non-Attending Children,
- Children Accessing the Internet,
- Cyber-bullying,
- **Children’s Media Viewing,**
- Homework,
- Excursions,
- Transport for Excursions,
- Physical Activity,
- Extra-Curricular Activities,
- Escorting Children,
- Water Activities and Safety,
- **Children’s Toileting,**
- Shared Facilities,
- Drills and Evacuations,
- Lockdown,
- Role and Expectations of Educators,
- Educational Practices, Planning and Evaluation,
- Educator Professional Development and Learning,
- Volunteers,
- Employee Performance Monitoring, Review and Management,
- Communications,
- Risk and Compliance.

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Procedure

Definition

'Supervision of children': Knowing and accounting for, the activity and whereabouts of each child in care and the proximity of Educators to children at all times to ensure the immediate intervention of Educators to safeguard a child from risk of harm.

Supervision is provided by Kindergarten staff during the Service operating hours and once children are signed in to the program. If children are signed out of the program and remain on the premises, the parent/guardian is responsible for them however, if the child is observed displaying inappropriate behaviour an educator may still apply the Service behaviour management guidelines.

Supervision of children by Kindergarten staff is not provided in the Kindergarten carpark encouraged to stay within the Service approved area to wait for arriving parents.

The Service adheres to the Educator ratios as prescribed in the *Education and Care Services National Law Act 2010 and Regulations 2011*, ensuring that Educators counted in the Educator/ratios are directly working with children.

The Service is committed to ensuring children are supervised at all times, therefore when planning activities and the necessary supervision requirements, the Director/Teachers/Responsible Person in charge will ensure consideration is given to the design and arrangement of the indoor and outdoor environment to ensure it supports active supervision by Educators.

The number of supervising Educators for activities will be determined through the completion of a risk assessment and will be based on:

- The type of activity (e.g. excursion, swimming); and
- The age and capabilities of the children undertaking the activity; and
- The area the activity will be conducted; and
- The age and skill of Educators supervising.

Personal mobile phones are not permitted to be used by Educators when supervising children, without prior arrangement with the Director.

All children will be actively supervised whilst accessing the toilet facilities. Children will be required to inform an Educator when they need to access the toilet. Educators shall use appropriate communication methods to monitor children accessing the toilets.

The Director/Responsible Person in charge will ensure that Educators receive regular instruction in effective supervision techniques including:

- Scanning – regularly looking around the whole area to observe all the children in the vicinity;
- Positioning – physically positioning themselves in order to observe the maximum area possible;
- Listening – will assist in supervising areas where children may be playing in corners, behind trees or play equipment;

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All printed documents are UNCONTROLLED			

KINDERGARTEN SUPERVISION OF CHILDREN AND EDUCATORS RATIO POLICY

- **Being 'with it'** – ensuring they are aware of the children in their area as well as the children's skills and capabilities in interacting with others;

Educators will be required to do regular head counts and use Educator communication methods when supervising activities outside or away from the Kindergarten indoor area.

The Director will be made aware of children involved in behaviour incidents who may require further support, consistent with the Service's **Behaviour Support and Management Policy**. Children will be directed to a quiet area and supervised until such time as they are ready to re-join the activity.

To ensure effective supervision of all children participating:

- Given guidance and instruction when setting up the environment and/or activities;
- Instructed on the use of various staff communication methods (e.g. use of walkie talkie);
- Aware of the procedures for children accessing the toilet;
- **Made aware of children's individual health and or medical needs** and any relevant emergency management plans;
- Made aware of any identified hazards and/or risks to children and the control measures in place;
- Made aware of the children in care, the group dynamics and behaviour strategies that may be useful;
- Made aware of any children in care with special/additional needs.

Risk assessments will be developed for activities, excursions and incursions which specifically identify the number of supervising Educators required for the relevant activity. All risk assessments must be read and signed off by Educators to acknowledge their understanding of supervisory requirements.

For all water and/or swimming excursions, Educators will be placed both in and out of the water for effective supervision of children in the water. – if swimming, does there need to be a person with life guard qualifications?

Educators under eighteen years of age who are supervising children will be fully supervised by a qualified educator who is eighteen years or over.

During excursions, Educators will supervise children, ensuring educator/child ratios are maintained at all times. This includes in toilets and change rooms. If there is no male **educator available to supervise the boy's toilets, female** Educators must satisfy themselves that it is safe for the child/ren to access the toilets and will remain outside the toilet area until all child/ren have returned.

During excursions, children will not be left in the sole care and custody of bus drivers or any other persons; educator ratios for the Service will continue to apply during excursions.

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KINDY MONITORING PERSONS ENTERING/LEAVING PREMISES PROCEDURE

Toowoomba Anglican School Kindergarten has the responsibility to monitor and record all visitors who enter and leave the premises at all times.

National Quality Framework

The following procedures are to be followed during the Kindergarten operating times between 8.00am – 3.00pm.

Visitors and Staff

- Notify the Responsible Person by phone or email prior to visiting the Kindergarten if possible.
- If prior notification has not been organised, please notify the Responsible Person when arriving at the Kindergarten.
- Visitors are to complete the Sign In / Out Register located in the Kindergarten Foyer. This information includes date, name, time in, purpose of the visit, time out and signature.
- When groups visits from TAS classes visit the Kindergarten, eg. buddy classes, the Classroom Teacher will complete the Sign In / Out Register for the visit. Students present on the day will be recorded on the TAS Roll.

Volunteers

Parent, Grandparent and community volunteers are encouraged to participate and contribute in the Kindergarten programs. A volunteer survey sheet document is given to parents at the beginning of the year or when a child is enrolled throughout the year to determine how they are able to assist in the various programs. Parents are not required to hold a Blue Card but Grandparents or other family members volunteering on a regular basis must hold a current valid Blue Card. All other Volunteers are required to hold a Blue Card in order to spend time in the Kindergarten. All Volunteers will be provided with a copy of the Volunteers Handbook and asked to read thoroughly.

Volunteers will complete the Volunteer Record Register which verifies Volunteer’s name, date, purpose of visit, name of Responsible Person in charge, Signature of Responsible Person in charge, sign in time and sign out time.

Training Programs

Trainees are required to hold a Blue Card in order to spend time in the Kindergarten. All Trainees will complete the Sign-In/Out Registered stored in the Kindergarten Foyer. This includes information regarding date, name, time in, purpose of visit, time out and signature.

Parents / Authorised Person to Drop Off and Collect Children

Parents / Authorised Person/s to drop off and collect children are to complete the Sign In / Out Register for children within the Kindy Room. These people will be those listed on the Persons Authorised to collect form completed and signed by the parent.

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KINDY MONITORING PERSONS ENTERING/LEAVING PREMISES PROCEDURE

Kindergarten Staff

The Responsible Person nominated for the program completes the Sign In / Out Register located in the Kindergarten Office.

Rostered Kindergarten staff are required to complete the Sign In / Out Register for Staff located in the Kindergarten Office.

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Document Type: Policy Form Other Document

APPLICATION OF THIS POLICY

This policy will apply to all Anglican Education and Care Services (ECS), including Outside School Hours Care (OSHC) services, for which The Corporation of the Synod of the Diocese of Brisbane is the Approved Provider, all employees of the ECS, all children enrolled at or attending the ECS and their parents or carers.

The Corporation of the Synod of the Diocese of Brisbane, functions as the Approved Provider under Education and Care Services National Law and Regulations. The Anglican Schools Commission (ASC) has been delegated oversight for governance of ECS services for which the Corporation of the Synod of the Diocese of Brisbane is the Approved Provider.

Anglican ECS within and external to the Diocese of Brisbane where the Corporation of the Synod of the Diocese of Brisbane is not the Approved Provider have approval from the Anglican Schools Commission (ASC) on behalf of the Anglican Church Southern Queensland to utilise this policy and associated procedures.

1. PURPOSE

The purpose of this Policy is to:

- provide an efficient, transparent, and consistent set of practices for safe transfer of children enrolled in an Anglican ECS.
- provide guidance for educators and management to support decision making regarding safe transfer of children as part of ECS business activity.
- ensure fairness and a consistent framework for addressing parental requests regarding transfer of their child/ren as part of ECS business activity.
- support the ECS to educate and resource parents and guardians regarding safe transfer practices.
- ensure safe transfer practices are reviewed, consistent and integrated into the ECS's quality improvement process.
- enhance the level of parent or carer satisfaction with the ECS, and the relationship of parents or carers and children with educators and other ECS staff.

2. EXCLUSIONS

This Policy is not intended to address private arrangements made or undertaken by a parent or guardian of a child/ren enrolled at an ECS prior to or post a child's daily attendance record. An attendance record includes times where under normal circumstances an attendance record would be created or expect to have been created.

This Policy does not address instances where a child with an active enrolment in the ECS is outside the license ECS area and is so without the purpose of engaging an ECS related business activity. Where this occurs please immediately report the incident to the Approved Provider.

This Policy does not address instances where a child with an active enrolment in the ECS is outside the licensed ECS area and is transitioning to or from another location via a motorised mode of action. In this instance please refer to the *'Transport of Children in an Anglican ECS Policy and Procedure'*.

3. POLICY

The Approved Provider acknowledges legislative requirements to ensure adequate supervision and to take reasonable precautions to protect children from harm and hazards likely to cause injury and that these requirements extend to Nominated Supervisors appointed by the Approved Provider.

The ACSQ recognises the importance of safe transfer of children attending an Anglican ECS where transfer of children forms part of the business activity of the ECS.

The ACSQ acknowledges a significant component of safe transfer of children includes an unbroken chain of responsibility, supervision of children, and reasonable precautions taken as children finish in one site/activity/event and transition to another.

Transfer of children occurs under any ECS business activity and/or action/s where a child with an active enrolment in the ECS is outside the licensed ECS area and is transitioning to or from another location via non-motorised modes of action.

Transfer of children occurs under the umbrella of ECS business activity:

1. Where an attendance record is created or under normal circumstances would be created or expected to have been created for a child with an enrolment booking.
2. The ECS commissions a transfer event and/or engages in transfer of children enrolled at the ECS as part of their business activity.

The ECS is providing a business activity:

- From the time school children are dismissed from school where a child with an active enrolment has an enrolment booking in the ECS for a specified date
- Where there is transition of children with an enrolment booking from the ECS licenced area to another location for a specific purpose
- There is transition of children with an enrolment booking from an unlicensed area to the ECS
- Any activity commissioned to an external provider and offered as part of, or associated with, the ECS business offering where that activity is located outside the licensed ECS premises
- Any activity aligned with an associated Anglican School for which a child is taken outside the licensed premises during times where the child has an enrolment booking.

The ECS for whom the Diocese is the Approved Provider are required to:

- Enact this policy and procedure for the transfer of children
- Ensure local level protocols and procedures adhere to this policy and procedure
- Ensure there is unbroken chain of responsibility, supervision of children, and reasonable precautions made for all transfer events
- Ensure multiple staff are inducted, trained, and appointed by the Approved Provider to the Supervisor and Checker roles to ensure coverage of trained staff for the roles when staff absence occurs
- Ensure there is a risk assessment for any instance where children are engaged in a transfer event
- Provide the current transfer of children risk assessment to the Approved Provider and Regulatory Authority upon request
- Ensure mitigating actions identified on the risk assessment form part of the ECS QIP where improvements are identified
- Ensure all ECS staff are inducted in the *'Transfer of Children within an Anglican Education and Care Services Policy and Procedure'*
- Ensure training occurs for all ECS Staff following any updates to the *'Transfer of Children within an Anglican Education and Care Services Policy and Procedure'*
- Ensure a record of training in *'Transfer of Children within an Anglican Education and Care Services policy and procedure'* is kept at the service for inspection by authorised officers and/or the Approved Provider upon request
- Provide copies of current risk assessments for excursions and regular outings that involve transfer to the Regulatory Authority and the Approved Provider upon request.
- Ensure changes to transfer practices and this policy and procedure form part of the service QIP
- Ensure improvements are made, evident and included in the service Child and Youth Risk Management Strategy (CYRMS) and where applicable a person with delegated responsibility for an associated Anglican School's CYRMS is made aware of improvements for inclusion in the schools CRYMS.

4. POLICY REVIEW

The Anglican Schools Commission in consultation with relevant ECS will review this policy and associated procedures every year (1) year from the effective date or as required.

5. REFERENCES & RELATED DOCUMENTS

Related Legislation and National Quality Standards

[Education and Care Services National Law \(Queensland\) \(PDF, 1.5MB\)](#)

- Section 165: Offence to inadequately supervise children
- Section 167: Offence relating to protection of children from harm or hazards

[Education and Care Services National Regulations \(Queensland\) \(PDF, 2MB\)](#)

- Regulation 99: Children leaving the education and care service premises
- Regulation 100: Risk assessment must be conducted before excursion
- Regulation 101: Conduct of risk assessment for excursion
- Regulation 102: Authorisation for excursions
- Regulation 161: Authorisations to be kept in enrolment record
- Regulation 168: Education and care services must have policies and procedures

[Education and Care Services Act 2013](#)

- Section 121: Children must be adequately supervised
- Section 122: Children must be protected from harm and hazards

[Education and Care Services Regulation 2013](#)

- Regulation 26: Departure of children
- Regulation 55: Excursions risk assessments
- Regulation 56: Authorisation for excursions
- Regulation 61: Children's attendance record
- Regulation 62: Child Enrolment records
- Regulation 63: Authorisations to be kept in enrolment record
- Regulation 65: QEC approved services must have policies and procedures

[National Quality Standard](#)

- Quality area 2—Children's health and safety.

Related documents / references

- Diocesan Governance Canon ACSQ
- ACECQA – Safe transportation of children information sheet October 2020
- ASC – Guiding Principles Paper – Transport and Transfer of Children
- ASC – Policy and Procedure Acknowledgement Form
- ASC – Policy and Procedure Briefing Paper
- ASC – Transport and Transfer of Children Role Appointment Form
- ASC – Transport and Transfer of Children Vehicle and Safety Check Template
- ASC – Transport and Transfer of Children Risk Assessment Templates (regular outing and excursions)
- ASC – Transport and Transfer of Children Permission Form Template (regular outing and excursions)
- ASC – Transport and Transfer of Children External Driver Acknowledgment Form

6. ABBREVIATIONS

ACSQ - Anglican Church Southern Queensland
ASC - Anglican Schools Commission
CYRMS – Child and Youth Risk Management Strategy
ECS - Education and Care Service/s (includes an OSHC)
OSHC - Outside School Hours Care including vacation care
QIP - Quality Improvement Plan

7. DEFINITIONS AND KEY TERMS

Active Enrolment: means a child who is attending the ECS on at least one day per week for a period of scheduled/unscheduled time and whose parent/guardian has submitted and has had accepted a completed ECS enrolment application and who is due to pay a fee to the ECS for the care of the child for their attendance at the ECS

Approved Provider: (Part 1, s. 5, Definitions *Education and Care Services National Law (Queensland) Act 2011*) means a person who holds a provider approval
<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EduCareServNLawQ.pdf>

Attendance Record: An attendance record is created where it:

- a) records the full name of each child attending the service; and
- b) records the date and time each child arrives and departs; and
- c) is signed by one of the following persons at the time that the child arrives and departs—
 - i. the person who delivers the child to the education and care service premises or collects the child from the education and care service premises.
 - ii. a nominated supervisor or an educator.

Child and Youth Risk Management Strategy (CYRMS): Organisations and people who run businesses regulated by the blue card system must have a child and youth risk management strategy. This strategy needs to address 8 mandatory requirements and will help to create a safe and supportive environment for children.

Diocese of Brisbane: an all-encompassing term that covers the activities and central organisation of the Anglican Church that occur in the geographical area of Southern Queensland: the area in Queensland below a line starting at the mouth of the Kolan River [north of Bundaberg] heading generally west to the border between Queensland and the Northern Territory.

Education and Care Service: (Part 1, s. 5, Definitions *Education and Care Services National Law (Queensland) Act 2011*) means any service providing or intended to provide education and care on a regular basis to children under 13 years of age other than—

- a) a school providing full-time education to children, including children attending in the year before grade 1 but not including a preschool program delivered in a school or a preschool that is registered as a school; or
- b) a preschool program delivered in a school if—
 - i. the program is delivered in a class or classes where a full-time education program is also being delivered to school children; and
 - ii. the program is being delivered to fewer than 6 children in the school; or
- a) a personal arrangement; or
- b) a service principally conducted to provide instruction in a particular activity; or
- c) a service providing education and care to patients in a hospital or patients of a medical or therapeutic care service; or
- d) care provided under a child protection law of a participating jurisdiction; or
- e) a prescribed class of disability service; or
- f) a service of a prescribed class

<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EduCareServNLawQ.pdf>

Enrolment Booking: is where a child with an active enrolment in an ECS has on a specific date and time schedule an arrangement made between the parent or nominee on the child's enrolment to attend the ECS.

Nominated Supervisor: (Part 1, s. 5, Definitions *Education and Care Services National Law (Queensland) Act 2011*)

In relation to an education and care service, means a person—

- (a) who is a certified supervisor; and
- (b) who is nominated by the approved provider of the service under Part 3 to be the nominated supervisor of that service; and
- (c) who has consented to that nomination

<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EduCareServNLawQ.pdf>

Nominee: means any person authorised as an authorised nominee on the child's enrolment form to provide information and/or act on behalf of the enrolling child.

Parent/Guardian: (Sch 1 Dictionary *Education and Care Services Act 2013*)

In relation to a child, includes—

- (a) a guardian of the child; and
- (b) a person who has parental responsibility for the child under a decision or order of a court.

<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EduCareServA13.pdf>

Quality Improvement Plan: The aim of a quality improvement plan (QIP) is to help providers self-assess their performance in delivering quality education and care, and to plan future improvements. The QIP also helps regulatory authorities with assessing the quality of the service.

Staff: in relation to an education and care service means any individual (other than the nominated supervisor or a volunteer) employed, appointed or engaged to work in or as part of an education and care service, whether as family day care co-ordinator, educator or otherwise;

<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EduCareServNLawQ.pdf>

Transport: refers to the act of moving/transitioning a child with an active enrolment and enrolment booking by means of motorized or non-motorized vehicle

Transfer: refers to the act of taking a child with an active enrolment and an enrolment booking to and from the ECS licensed space via foot or other non-motorised mode of movement.

PURPOSE OF THIS PROCEDURE

This procedure supports the policy component of this document as at the effective date and is to be read and applied in conjunction with the policy.

The purpose of the procedures is to provide guidance and direction to all Anglican ECS in the implementation of written process and management practises for transfer of children within the business activity of an Anglican ECS. The procedures aim to ensure consistency in behaviour and practice across all ECS. All ECS are to use the information provided in this policy and procedure document to inform and update the service's Quality Improvement Plan (QIP).

Roles and Duties:

1. In the instance where ECS staff accompany children in a transfer event to/from an ECS the nominated supervisor/responsible person must nominate the person/s who will be responsible for **supervising (supervisor/s)** the children.
2. Where additional ECS staff are required to meet legislated ratios or mitigate an identified risk in a risk assessment, the additional person supervising children must have current first aid, asthma and anaphylaxis qualifications.
3. Where children are transferred on foot the nominated supervisor/responsible person must nominate a person/s who will be responsible for checking the correct number of children have arrived at the destination. Local level protocols may be developed to address how this occurs in each ECS.
4. The Nominated Supervisor is to ensure multiple staff are identified, selected, and trained in the checker and supervisor roles to ensure adequate coverage during periods of staff absence.
5. The Nominated Supervisor is to ensure no person engages in transfer of children unless that person has been trained and cognisant of this policy and procedure, is provided with resources appropriate to the checker/supervisor position
6. The Nominated Supervisor on behalf of the Approved Provider must keep a copy of the transfer records including persons nominated for roles, risk assessments and procedure documents relating to transfer events on the service files
7. The Nominated Supervisor must ensure a risk assessment for each transfer event which captures:
 - a. The proposed route and duration of the transfer
 - b. The proposed pick-up location and destination
 - c. The process for entering and exiting the education and care service premises and the pick-up location or destination (as required)
 - d. Whether any items should be readily available during transfer (for example, a mobile phone and list of emergency contact numbers for the children being transferred)
 - e. The number of adults and children involved in the transfer
 - f. Given the risks posed by transfer, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialised skills are required
 - g. Age and ability of each child involved in the transfer event
 - h. Length of transfer event and impact on children
 - i. Time of day and likely events occurring around the transfer event (e.g.: end of school foot traffic)
 - j. Weather events and regular conditions including sun exposure
 - k. Water hazards including but not limited to potential exposure to pooled water and events leading to potential pooled water
 - l. Equipment required including footwear, hats, clothing
 - m. Slip, trip and other pedestrian hazards

- n. Road and vehicle (motorised/non-motorised) hazards
- o. Exposure to general public and other persons including those not permitted under court orders
- p. Legislated requirements including but not limited to ratios, supervision
- q. Child, staff and other stakeholders training, support and induction in requirements for the transfer event
- r. Impact of a lock down emergency during transit
- s. Impact of an evacuation emergency during transit
- t. Any other hazards associated with the event to which transport and transfer is being undertaken
- u. Processes for accessing and inclusion of all relevant stakeholders in post transfer risk analysis
- v. Processes for raising the alarm and accessing help in the event of an incident

Before the journey

Attendance:

1. The nominated supervisor/responsible person must ensure there is an accurate transfer list of participants for each trip. Where discrepancy occurs, this must be addressed with the child's nominee prior to transfer occurring.
2. The nominated supervisor/responsible person must ensure the attendance record and corresponding roll call list for the transfer is accurate for the day before engaging in transfer.
3. The nominated supervisor must ensure no child is signed into a service without the child being there at the location and sighted as being there.

During the journey

1. The supervisor must ensure they are positioned to ensure adequate supervision and control of children during a transfer event. This may mean the supervisor changes position to include:
 - a. They are at the head of the line/group prior to crossing roads or other hazards
 - b. At the rear/side of the line/group where no known hazards are evident to maximise supervision.
2. Where transfer occurs via foot, the supervisor and Nominated Supervisor must ensure all children and adults are transferred via the safest pedestrian route and use pedestrian aids such as footpaths, traffic lights, zebra crossings, footbridges.
3. The journey must not commence until the supervisor verbally confirms that it is safe to do so.

Upon arrival at the non-licensed space (e.g. excursion, school, regular outing location)

1. The supervisor must take into consideration the safest location to hold and supervise children whilst all children are checked off.
2. Upon arrival the supervisor must immediately conduct a physical head count and mark the attendance roll before proceeding with activities/other business.
3. **If a child is unaccounted for**, immediately make all necessary enquiries to establish the child's whereabouts including physical searches of the current location, travel path, the service, any other relevant location (e.g. the school or park visited) and, if necessary, contact the Qld Police and/or child's family.
4. If a child is unaccounted for at any time (irrespective of being located) the nominated supervisor/responsible person is to notify the Approved Provider as soon as practical for necessary reporting timeframes to be met.

Upon arrival at a licensed ECS location

1. The supervisor must escort the children into the service where each child is to be signed into the service (where another head count and roll call is to be conducted). Sign in sheets **must not be pre-filled**. Children should only be **signed in upon being seen**.
2. **If a child is unaccounted for**, immediately make all necessary enquiries to establish the child's whereabouts including physical searches of the vehicle, the service, any other relevant location (e.g. the school or park visited) and, if necessary, contact the Qld Police and/or child's family.
3. If a child is unaccounted for at any time (irrespective of being located) the nominated supervisor/responsible person is to notify the Approved Provider as soon as practical for necessary reporting timeframes to be met.

Post Transfer of Children

1. The nominated supervisor is to ensure staff are aware of the need to inform the Nominated Supervisor of any event, hazards or risks identified during a transfer event including:
 - a. Immediately post an excursion or other non-regular event
2. The nominated supervisor is to ensure the transfer risk assessment is updated to include all new hazards and risks and that these are removed or mitigated to an acceptable level before any further transfer events.
3. The nominated supervisor is to ensure a written record of the post analysis is kept on file at the service and provided to the Regulatory Authority and Approved Provider upon request.
4. The nominated supervisor is to ensure all localised procedures relating to the transfer of children are updated to account for the identified hazards and risks as per the related risk assessment form and comply with this policy and procedure.

Staff Training

1. The nominated supervisor is to ensure all staff are trained **at least annually** and following any changes/incidents in the Transfer of Children in an Anglican Education and Care Service policy and procedures as well as any localised procedures associated with transfer of children irrespective of holding a supervisor, or checker role.
2. In instances where a staff member is replacing a staff member in a designated role, the Nominated Supervisor is to ensure the replacing staff member is provided training in the role requirements and procedures before commencing in the role.
3. The nominated supervisor is to ensure a copy of staff training in the Transfer and Transport of Children in an Anglican Education and Care Service Policy and Procedure and any localised procedures using the Anglican Policy Training Form and that this is kept on file at the service and made available to the Regulatory Authority and the Approved Provider upon request.

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- d) a preschool program delivered in a school if—
 - iii. the program is delivered in a class or classes where a full-time education program is also being delivered to school children; and
 - iv. the program is being delivered to fewer than 6 children in the school; or
- g) a personal arrangement; or
- h) a service principally conducted to provide instruction in a particular activity; or
- i) a service providing education and care to patients in a hospital or patients of a medical or therapeutic care service; or
- j) care provided under a child protection law of a participating jurisdiction; or
- k) a prescribed class of disability service; or
- l) a service of a prescribed class

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- (a) a guardian of the child; and
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Staff: in relation to an education and care service:

means any individual (other than the nominated supervisor or a volunteer) employed, appointed or engaged to work in or as part of an education and care service, whether as family day care co-ordinator, educator or otherwise;

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Transport: refers to the act of transporting a child with an active enrolment by means of motorized or non-motorized vehicle

Transfer: refers to the act of taking a child with an active enrolment to and from the ECS licensed space via foot