



Little Yarra Steiner School

Pre-school Policies & Procedures

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Little Yarra
STEINER SCHOOL

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(a) Health and Safety:

(i) **Food Handling and Hygiene**

All staff members of, and volunteers at, the kindergarten must implement:

- adequate health and hygiene practices
- safe practices for handling, preparing and storing food

Staff and children wash hands with soap and use own hand towels for drying.

Food is covered after being chopped and cooked.

Children chop vegetables on a clean board using a serrated butter knife with attendant supervision.

Children and staff wash hands before meals.

Bowls, cups and cutlery are washed in hot soapy water, or in a dishwasher, dried with tea towels and stored in a cupboard.

Bench tops and tables are wiped down regularly throughout the day and before preparing food.

Fridge and stove are cleaned weekly and as required.

Fridge is defrosted once each term or more frequently if required.

Kindergarten floors are washed regularly.

Tea towels are changed daily.

Dishcloths and aprons are washed regularly.

Hand towels are washed regularly.

Food is stored in the refrigerator or a sealed glass/plastic container.

Cereals and flours are stored in sealed glass jars or plastic containers.

Please see Food Safety Plan



(a) Health and Safety:

(ii) **Nutrition and Dietary Requirements**

The preschool provides morning tea for preschool children. All food is prepared at the school, often with the help of the children. It is our commitment to provide healthy, nutritious food, to meet the needs of the growing child.

Where special dietary requirements have been identified, teachers, in consultation with the child's parents, decide upon an alternative option. Special dietary requirements and allergies are clearly displayed in the food preparation area for efficient identification.



(a) Health and Safety:

(iii) **Sun Protection**

Introduction

We are committed to meeting our Student Duty of Care obligations.

Purpose

This Policy describes Little Yarra Steiner School's strategies to minimise the risks to members of the school community from overexposure to ultraviolet (UV) radiation. Too much exposure to ultraviolet (UV) radiation from the sun causes sunburn, skin damage and increases the risk of skin cancer. Sun exposure during childhood and adolescence contributes significantly to the lifetime risk of developing skin cancer. Australia has one of the highest rates of skin cancer in the world.

Procedure

During terms 1 and 4 the children wear a legionnaire style hat each day. These hats are provided by the school and remain at school. The hats are washed regularly and as needed. Parents are asked to send their children to pre-school in sun smart clothing that covers the shoulder.

During hot weather the children are encouraged to play in the shade, under the trees and to drink more water. Staff will provide good role models by wearing sun hats when outdoors. Parents are consulted for individual sun protection needs.

Related Documents:

Sun Protection (Students) Policy and Procedures (via Policy Connect)



(a) Health and Safety:

(iv) **Water Safety, including safety during water-based activities**

The children like to help wash the dishes and clean the play equipment, they also like to use water when playing in the sand pit. To ensure the safety of all children during this play, an early childhood educator will be present and overseeing this activity.

Every precaution will be taken to minimise risk when water play experiences are provided. This includes wiping up water on the floor, ensuring children are not left unattended.

When children are playing in or near water, they will be supervised at all times.



(a) Health and Safety:

(v) **The Administration of First Aid**

In cases where a child is ill or injured and requires medical attention, a staff member with First Aid training will attend to the needs of the child.

In cases where it is determined that external medical attention is required, and depending on the urgency, parents, guardians, listed emergency contacts, and/or an ambulance may be called as appropriate.

In essence:

- First aid should be administered to students in a competent and timely manner.
- Students' first aid treatments are communicated to parents as necessary, and records of any treatments are recorded and kept in the child's file.
- Appropriately stored equipment and facilities are available for the provision of first aid needs (inclusive of anthroposophical treatment options where appropriate), both in the classroom and in the school's first aid room.
- Staff have current training for Level 2 First Aid, Anaphylaxis and asthma management.
- Information about students (including allergies, asthma and risk of anaphylaxis) is collected upon enrolment and updated at least annually with regards medical conditions, medication, and permissions to administer or refer a student to medical professionals when deemed necessary. Parents are also asked to notify the school should there be any changes regarding their child's medical condition/needs.
- Alterations to this policy will be communicated to all staff through Teams and SharePoint.

Please refer to "Student Care: First Aid" policy and procedure for further details.



(vi) Sleep and rest for children

Objective

This policy will provide clear guidelines to ensure the safety, health and wellbeing of children attending the Little Yarra Steiner School Kindergarten and appropriate opportunities are provided to meet each child's need for sleep, rest and relaxation.

Scope

Approved Provider
Management
Nominated supervisors/Responsible Person
Teachers and Educators
Students, volunteers, parents/guardians, children
Visitors

Policy

The Little Yarra Steiner School is committed to:

- Complying with all legislative requirements, standards and current best practice and guidelines
- The duty of care to all children at Little Yarra Steiner School and ensuring that adequate supervision is maintained while children are sleeping, resting, or relaxing.
- Consulting with parents/guardians about their child's individual relaxation and sleep requirements/practices and ensuring practices at the service are responsive to the values and cultural beliefs of each family.
- Providing a positive and nurturing environment for all children attending the service.
- Recognising that children have different requirements for relaxation and sleep, and being responsive to those needs to ensure that children feel safe and secure at the service.
- Providing a safe environment where children feel comfortable and safe.
- Children's safety and wellbeing will be fostered through responsive relationships, engaging experiences, and a safe and healthy environment.

RESPONSIBILITIES	Approved provider and persons with management or	Nominated supervisor and persons in day-to-day charge	Early childhood teacher, educators and all other staff	Parents/guardians	Contractors, volunteers and students
R indicates legislation requirement, and should not be deleted					
Ensuring that policies and procedures are in place for managing sleep and rest for children (Regulation 168) and take reasonable steps to ensure those policies and procedures are followed (Regulation 170)	R				
Taking reasonable steps to ensure the sleep and rest needs of children at Little Yarra Steiner School are met, with regard to the age of children, developmental stages and individual needs (Regulation 84A)	R	R	☐		☐
Conducting a sleep and rest risk assessment at least once every 12 months, and as soon as practicable after becoming aware of any circumstance that may affect the safety, health or wellbeing of children during sleep and rest (Regulation 84C (a)(b))	R	R	☐		
Ensuring the risk assessment considers the following: - the number, ages, and developmental stages of the children - the sleep and rest needs of children (including health care needs, cultural preferences, individual needs and requests from families about a child's sleep and rest) - the suitability of staffing arrangements to adequately supervise and monitor children during sleep and rest periods - the level of knowledge and training of staff supervising children during sleep and rest periods - the location of sleep and rest areas, including the arrangement of sleeping mats within the sleep and rest areas - the safety and suitability of any bedding equipment, having regard to the ages and developmental stages of the children who will use the bedding equipment - any potential hazards - in sleep and rest areas - on a child during sleep and rest periods - the physical safety and suitability of sleep and rest environments (including temperature, lighting and ventilation) (Regulations 84C)	R	☐	☐		☐
Ensuring all risk assessments conducted are recorded and stored (Regulation 84C (4))	R	✓	✓	✓	✓
Undertaking a risk assessment to mitigate hazardous manual handling, such as patting and rocking children to sleep for long periods of time	R	✓	✓	✓	✓

Ensuring all educators, staff and volunteers comply with the recommendations in relation to safe sleeping practices for children	R	✓	✓	✓	✓
Ensuring educators receive information and induction training to fulfil their roles effectively, including being made aware of the sleep and rest policies, their responsibilities in implementing these, and any changes that are made over time	R	✓			
Ensuring the premise, furniture and equipment are safe, clean and in good repair (Regulation 103 and National Law: Section 167) including ensuring all equipment used meets any relevant Australian Standards and other product safety standards, such as Australian Competition and Consumer Commission (ACCC) guidelines	R	R	✓	✓	✓
Ensuring the bedding and bedding equipment being used for sleep and rest are safe and appropriate for the ages and developmental stages of children who will use them	R	R	✓		✓
Ensuring that rooms used for sleep and relaxation are well ventilated; have adequate natural light; and are maintained at a temperature that ensures the safety and wellbeing of children (Regulation 110)	R	✓	✓		✓
Ensuring sleep and rest environments are free from cigarette, e-cigarette, or tobacco smoke (Regulation 82)	R	✓	✓		✓
Ensuring that the premises are designed to facilitate supervision	R	R			
Ensuring adequate supervision of children sleeping and resting, being within sight and hearing distance and are monitoring through visually checks of: • sleeping position • skin and lip colour • breathing • body temperature • head position • airway • head and face, ensuring they remain uncovered	R	R	✓		✓
Ensuring supervision and monitoring procedures are documented, including method and frequency of checking the safety, health and wellbeing of children during sleep and rest periods, as per the risk assessment	R	R	✓		✓
Developing relaxation and sleep practices that are responsive to: • the individual needs of children at the service • parenting beliefs, values, practices and requirements • the length of time each child spends at the service • circumstance or events occurring at a child's home • consistency of practice between home and the service • a child's general health and wellbeing • the physical environment, including lighting, airflow and noise levels	R	✓	✓		✓
Ensuring equipment provided at the service comply with the most current Australian/New Zealand Standards	R	✓			

Ensuring that bassinets, hammocks, prams and strollers are not used to settle children to sleep	R	R	✓		✓
Conducting regular safety checks of equipment used for sleeping/resting, such as mattresses (<i>Regulation 103 and National Law: Section 167</i>)	R	R	✓		✓
Ensuring that bassinets are not on the education and care service premises at any time (<i>Regulation 84D</i>)	R	R	✓		✓
Removing any hazards identified in the child's resting or sleeping environment and informing the approved provider, as soon as is practicable	R	R	✓		✓
Ensuring that any hanging cords, mobiles, curtains and blinds are inaccessible to children who are resting or sleeping	R	R	✓		✓
Ensuring that each child has their own bed linen, and that appropriate procedures are implemented for the cleaning and storage of mattresses and linen		✓	✓		✓
Ensuring that there is adequate space to store bedding in a hygienic manner	R	✓	✓		✓
Ensuring compliance with WorkSafe Victoria's Children's services – occupational health and safety compliance kit	R	✓	✓		✓
Regularly reviewing practices to ensure compliance with appropriate recommendations in relation to safe sleeping practices for children	R	✓	✓	✓	✓
Providing information and training to ensure staff are kept informed of changing practices in relation to safe sleep practices for children	✓	✓			
Communicate with families about safe sleep and relaxation practices and the rest needs of individual children.	✓	✓	✓		✓

Definitions

Adequate Supervision

(In relation to this policy) entails all children (individuals and groups) in all areas of the service, being in sight and/or hearing of an educator at all times including during toileting, sleep, rest and transition routines. The service is required to comply with the legislative requirements for educator-to-child ratios at all times. Supervision contributes to protecting children from hazards that may emerge in play, including hazards created by the equipment used.

Adequate supervision refers to constant, active and diligent supervision of every child at the service. Adequate supervision requires that educators are always in a position to observe each child, respond to individual needs, and immediately intervene if necessary. Variables affecting supervision levels include:

- Number, age and abilities of children.
- Number and positioning of educators.
- Current activity of each child.
- Areas in which the children are engaged in an activity (visibility and accessibility).
- Developmental profile of each child and of the group of children.
- Experience, knowledge and skill of each educator.
- Need for educators to move between areas (effective communication strategies).



Duty of care: A common law concept that refers to the responsibilities of organisations to provide people with an adequate level of protection against harm and all reasonable, foreseeable risk of injury.

Hazardous Manual Handling: Manual handling is work where you have to lift, lower, push, pull, carry, move, hold or restrain something. It's hazardous manual handling if it involves:

- Repeated, sustained or high force.
- Sustained awkward posture.
- Repetitive movements.
- Exposure to sustained vibration.
- Handling people or animals.
- Loads that are unstable, unbalanced or hard to hold.

Red Nose Australia (formerly SIDS and Kids): Recognised national authority on safe sleeping practices for infants and children

Relaxation: Relaxation or other activity for bringing about a feeling of calm in your body and mind.

Rest: A period of inactivity, solitude, calmness, or tranquillity, and can include a child being in a state of sleep.

Evaluation

To assess whether the values and purposes of the policy have been achieved, the approved provider will:

- Regularly seek feedback from everyone affected by the policy regarding its effectiveness.
- Monitor the implementation, compliance, complaints and incidents in relation to this policy.
- Keep the policy up to date with current legislation, research, policy and best practice.
- Revise the policy and procedures as part of the service's policy review cycle, or as required.
- Notifying all stakeholders affected by this policy at least 14 days before making any significant changes to this policy or its procedures, unless a lesser period is necessary due to risk.

Related Documents:

Little Yarra Steiner School Sleep Risk Assessment (updated annually, or as needed).



(b) **Incident, injury, trauma and illness procedures - Illness and Emergency Care**

In the event of a child becoming ill or injured or suffering trauma, parents will be notified. If parents are not able to be contacted in an emergency situation, then the parents' nominated emergency person/s will be contacted and may be asked to collect the affected child.

If the incident is serious or life threatening an ambulance will be called.

In the interest of the health, safety or wellbeing of the affected child or other children, the affected child will be removed as soon as practical.

All injury and incident, or illness will be recorded appropriately.

Please refer to "Student Care: First Aid" policy and procedures for further details.



(c) Dealing with Infectious Diseases

Introduction

We are committed to meeting our Student Duty of Care obligations.

Purpose

This policy describes how Little Yarra Steiner Kindergarten manages infectious disease. There are many infectious diseases that can affect children and young people, some common and others rare, including:

Caronavirus
Chickenpox (varicella);
Gastroenteritis;
German measles (rubella);
Haemophilus influenzae infections;
Hepatitis A;
Measles (rubeola);
Meningococcal;
Poliomyelitis;
Typhoid and paratyphoid fever; and
Whooping cough (pertussis).

Scope

This policy applies to all staff, volunteers and contractors at the school.

Policy Statement

Little Yarra Steiner School is committed to providing a safe learning environment for all our students.

It is our policy that:

- We implement clear guidelines for the management of infectious diseases.
- We provide education, support and resources for staff, parents/guardians, students and the wider School community on dealing with infectious diseases.
- Teaching staff are trained to recognise symptoms of common infectious diseases and how to deal appropriately with students who become ill at school.
- We inform the Department of Health of the occurrence of any notifiable conditions.



Roles and Responsibilities

Parent/Guardian Responsibilities

- Inform the School of any excludable infectious disease their child is diagnosed with. The complete list of infectious diseases with the exclusion status of the disease can be found on the Department of Health website.
- Inform the School if their child has been in contact with a person infected with diphtheria, measles (if the child is unimmunised) and whooping cough (if the child is under seven years old).
- Give an immunisation status certificate in respect of each vaccine-preventable disease to the School.
- Follow medical advice with respect to exclusion from and return to school of their child.
- Comply with School staff directions for time out of school for the student's condition.

Staff Responsibilities

- Advise the Principal if they know or reasonably suspect that a student may have an infectious disease.
- Implement infection control practices to minimise the risk of exposure to infectious diseases for themselves and students.
- Be aware of infectious diseases which they have been vaccinated against and keep their immunisation records up to date.
- Maintain privacy and confidentiality of student information and documentation on suspected/confirmed infectious diseases.

Immunisation Policy

Immunisation status certificates must be provided upon enrolment and will be stored in student medical records which are kept up to date.

It is the School's policy that for all students enrolling in early education services, confirmation of immunisation must be provided through an immunisation status certificate from the Australian Immunisation Register under section 143B of the Public Health and Wellbeing Act 2008 (Vic). All other certificates are invalid for the purposes of enrolment in early education services. Students who have not received any immunisations must still provide a certificate. Certificates will assist in the event of a disease outbreak, where unimmunised children can be quickly identified and excluded from school until the risk of infection has passed. Records of the information in each immunisation status certificate must be kept for the duration that the student attends the School.

It is recommended that staff and students are immunised according to the Victoria. Immunisation Schedule



Prospective students will not be excluded from attending school if they have not been immunised.

Infection Control Policy

Where there are Principal believes on reasonable grounds that a student is suffering from a vaccine preventable disease, they will notify the Department of Health as well as the parents/guardians of the child, in order to receive instructions on the collection or exclusion of the child.

In the event of an outbreak of a vaccine-preventable disease at the School, any student diagnosed with the infectious disease should not attend school in order to prevent the spread of the condition among staff and other students.

In the event of a case of an infectious disease at school, parents of all students attending will be notified of the event. Parents will be notified to ensure students at the School who are not immunised against vaccine preventable diseases, are advised to not attend the School during the outbreak.

Procedure

- Parents are asked to notify the school office if their child has tested positive and identified as having an infectious disease by a qualified medical doctor.
- Parents will be notified by email to advise of a notifiable infectious disease at the school.
- Parents will be notified of any requirements in accordance with the Victorian Department of Health's exclusion table.
- Reasonable steps will be taken to prevent the spread of infectious disease.
- In the event of an outbreak a notice will be displayed stating the occurrence of infectious disease.



(d) Dealing with Medical Conditions in Children

Information updates

- At the beginning of each year, an update of health and first aid information is requested for each child. This form is sent to parents to be updated each year.
- The child's teacher and parent should meet and create a "Risk Minimisation Plan", to be kept in the child's file.
- Parents are required to (and sign a form stating that they will) inform the school of any changes regarding their child's health.
- Should a child's medical situation change, teachers will ask the parent to fill out a new Health and Medical Information form. The updated form will replace all previously filled forms.
- Information is kept in secure filing cabinets and is password protected on the computer system (TASS).

Medication administration

- Should a parent request that medication is given to a child during the day. The parent must supply the medication, dosage amount and times to administer, which is recorded on a Medication Record sheet, signed by the teacher and parent.
- Student enrolment forms include parental permission for the administration of homeopathics as an anthroposophical first aid supplement. Parents are notified if any is given.
- All treatments and medications administered will be documented and held in the child's file.

Emergency Medications

- Students who have medical conditions that potentially require medication, have an emergency satchel clearly marked with their name. Satchels are kept in a prominent position with the child's management plan in each classroom.



- For any existing medical condition requiring medication (eg asthma – Ventolin, anaphylaxis – epi-pen) the parent must supply the medication, dosage amount and times to administer, which is recorded on a Medication Record sheet, signed by the teacher and parent.
- The teacher/educator will then follow the action plan relating to the particular medical condition and administer such medication as required.
- Management plans are displayed prominently in each room, as well as in the CRT folder with copies in each child's file.



(d) **Anaphylaxis Policy**

Please refer to Little Yarra Steiner School “Student Duty of Care: Allergies and Anaphylaxis” Policy and procedures for further details.

(e) **Emergency Management Plan**

Please refer to Little Yarra Steiner School's "Emergency Management Plan" and the "Emergency Checklist for leaving the Preschool Building"

(f) Delivery and Collection of Children

When arriving each morning, children are signed into the pre-school Daily Attendance Book and onto the Arrival digital platform by their parent/guardian/carer. This includes time of arrival and name of the person who will collect the child.

When children are collected from the kindergarten the parent/guardian, or person who has lawful authority to collect the child must sign the child out in the Pre-school Daily Attendance Book and on the Arrival platform, including time of departure.

Parent(s) or guardians wishing their child to be collected from the kindergarten by anyone other than themselves, are required to authorise that person in writing, including contact details and this is then kept in the child's file and entered onto the Arrival platform.

(g) **Excursions**

Kinder students will not be taken on an excursion off the school property. If teachers need to leave the designated kindergarten area to walk to another area of the school, they are to bring medical forms, relevant first aid kit (including child's medications) and a service issued mobile phone.

(h) **Providing a child safe environment**

Please refer to Little Yarra Steiner School's

- Child Safe Program
 - LYSS Safe use of Digital Technologies policy and procedure
 - Educating Children about Child Safety-Early Childhood program
 - Empowerment and Participation Program for the Early Years
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(i) **Staffing**

(i) **Employment of Qualified Staff Policy**

Little Yarra Steiner School employs appropriately qualified early childhood teachers and educators or approved equivalent (according to the Education and Care Services National Regulations) to run its preschool classes.

It is desirable for teachers and assistants to have completed a “Steiner Teacher Training Course” to be able to work from the Steiner Education Australia curriculum. Educators must develop good anthroposophical practice and be willing to expand their knowledge and understanding of Steiner Early Childhood education as required.

In line with the Education and Care Services National Regulations, all staff are required to hold current registration in Early Childhood with VIT and assistants holding at least a Cert III in Children’s Services (or equivalent) and a current Working with Children Check before being employed.

The School provides annual training in Certificate 2 in First Aid training (including Asthma and Anaphylaxis), and CPR updates (including Asthma and Anaphylaxis). Staff are required to attend these to maintain First Aid qualifications up to date.

(ii) **Code of Conduct for Staff**

Child Safe Code of Conduct

The Child Safe Code of Conduct outlines appropriate standards of behaviour towards students for all adults in the School environment, and the School's expectations for compliance. It serves to protect students, reduce any opportunities for abuse or harm to occur, and promote child safety in the School environment. It provides guidance on how to best support students and how to avoid or better manage difficult situations

It is the School's policy that any breach of the Child Safe Code of Conduct is a child safety incident that must be reported internally.

Any breach that meets the threshold for external reporting must also be reported to the relevant external authority

- For more information, refer to our procedures for Responding to and Reporting Child Safety Incidents or Concerns.
- The School reviews the Child Safe Code of Conduct annually, the Board has approved the Child Safe Code of Conduct.
- The Child Safe Code of Conduct is published on our public website.
- Our Child Protection Program also includes a Staff and Student Professional Boundaries policy that provides detailed guidance for all Staff, Volunteers and Contractors on how to maintain professional boundaries between with students.

Little Yarra Steiner Kindergarten complies with the National Model Code for the use of digital devices in early childhood settings. Please refer to the 'Safe use of Digital Technologies Policy' and the 'Safe use of Digital Technologies Procedures' for more information.

Scope

The Child Safe Code of Conduct applies to all adults in the School community, including:

- The Principal and the School Management
- All staff members, including non-teaching Staff and temporary or casual Staff all Volunteers
- All Contractors (including External Education Providers)
- Teaching students on placement at the School
- Visitors

(together referred to as "the School Community" for the purposes of the Child Safe Code of Conduct).

The Child Safe Code of Conduct applies in all School environments. School environments include the following physical, virtual and online places used during or outside school hours:

- A campus of the School
- Online or virtual School environments made available or authorised by the Board (or the Principal on its behalf) for use by a student (including email, intranet systems, software applications, collaboration tools and online services).
- Other locations provided by the School or through a third-party provider for a student to use, including but not limited to: camps, delivery of education and training such as registered training organisations, TAFEs, non-school senior secondary providers, another school, sporting events, excursions, competitions and other events.

Some staff members, Volunteers and Contractors at the School may have other professional or occupational codes of conduct that regulate their profession or occupation. These codes of conduct must be complied with. In the event that a staff member, Volunteer or Contractor considers that there is a conflict between their professional or occupational code of conduct and the Child Safe Code of Conduct in a particular matter, they must seek advice from their professional or occupational regulatory body and/or a Child Safe Officer, and must advise the Principal of their proposed course of action.

The Child Safe Code of Conduct

Each member of the School Community is responsible for promoting the safety and wellbeing of students by adhering to the following standards of behaviour:

Do:

- Uphold and act in accordance with Little Yarra Steiner School's Child Safe Policy at all times.
- Comply with applicable guidelines published by the School with respect to child safety, such as the Staff and Student Professional Boundaries policy.
- Comply with the National Model Code for the safe use of digital technologies and online environments.
- Behave as a positive role model to students.
- Promote the safety, welfare and wellbeing of students.
- Be vigilant and proactive with regard to student safety and wellbeing, including child protection issues.
- Provide age-appropriate supervision for students.
- Treat all students with respect.
- Promote the safety, participation and empowerment of students with disability.
- Promote the cultural safety, participation and empowerment of linguistically and/or culturally diverse students and Aboriginal and Torres Strait Islander students.
- Use positive and affirming language towards students.
- Encourage students to 'have a say' and participate and then listen to them with respect.
- Respect cultural, religious and political differences.
- Help provide an open, safe and supportive environment for all students to interact, and socialise.
- Intervene when students are engaging in inappropriate bullying behaviour towards others or acting in a humiliating or vilifying way.
- Report any breaches of this Child Safe Code of Conduct.
- Report concerns about child safety to a Child Safe Officer and ensure that your legal obligations to report child abuse or other harm externally are met.
- Where an allegation of child abuse or other harm is made, ensure as quickly as possible that the student involved is safe.
- Call the Police on 000 if you have immediate concerns for a student's safety.
- Respect the privacy of students and their families and only disclose information to people who have a need to know.

Do Not:

- Engage in any form of inappropriate behaviour towards students or expose students to such behaviour.
 - Discriminate against any student on the basis of characteristics that are protected in antidiscrimination legislation or express personal views that support or promote such discrimination.
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- Engage in open discussions of an adult nature in the presence of students.
- Engage in any form of sexual conduct with a student including making sexually suggestive comments and sharing sexually suggestive material.
- Engage in inappropriate or unnecessary physical conduct or behaviours including doing things of a personal nature that a student can do for themselves, such as toileting or changing clothes.
- Engage in any form of physical violence towards a student including inappropriately rough physical play.
- Use physical means (other than as expressly outlined in our Restraint of Students Policy) or corporal punishment to discipline or control a student.
- Engage in any form of behaviour that has the potential to cause a student serious emotional or psychological harm.
- Develop 'special' relationships with students that could be seen as favouritism (for example, the offering of gifts or special treatment for specific students).
- Engage in undisclosed private meetings with a student who is not your own child.
- Engage in activities with a student who is not your own child, outside of school hours and without permission from the student's parent/carer.
- Engage in inappropriate personal communications with a student through any medium, including any online contact or interactions with a student.
- Take or publish (including online) photos, movies or recordings of a student without parental/carer consent.
- Use a personal device to capture images or videos of a student.
- Use or have in your possession, any personal devices with the ability to capture images or videos when working directly with children in the kindergarten.
- Post identifying information about a student online unless it is necessary for the School's activities or you have consent from the student and/or their parents/guardians. Identifying information includes things such as the student's: full name; age; e-mail address; telephone number; residence; school; or details of a club or group that they may attend.
- Ignore or disregard any suspected or disclosed child abuse or other harm.

Agreement to the Child safe Code of Conduct

The School provides a copy of the Child Safe Code of Conduct to all Staff, relevant Volunteers and relevant Contractors at induction, or otherwise prior to them commencing work at the School. The School also communicates it via refresher training at regular intervals for all Staff, as well as Direct Contact Volunteers.

All Staff, as well as Direct Contact and Regular Volunteers must acknowledge in writing or online/electronically that they have read and agree to adhere to the Child Safe Code of Conduct prior to commencing work at School.

The Child Safe Code of Conduct forms part of the contract between the School and any Direct Contact and Regular Contractors. Therefore, all Direct Contact and Regular Contractors are deemed to have agreed to adhere to the Child Safe Code of Conduct on signing the contract or on commencing work at the School.

The Child Safe Code of Conduct and Reportable Conduct

Our Child Protection Codes of Conduct outline expected standards of behaviour for all Staff at the School. However, breaches of these Codes of Conduct will not always be Reportable Conduct. For example, a Volunteer accepting a social media 'friend' request from a student would be a breach of our Child Protection Codes of Conduct but may not amount to Reportable Conduct.

These kinds of breaches of our Child Protection Codes of Conduct can be dealt with at the School level and the School does not need to report them to the Commission for Children and Young People.

For more information, refer to our Reportable Conduct policies and procedures.

Consequences for Breaching the Child Safe Code of Conduct

Staff, including the School Management and Principal, Volunteers and Contractors who breach this Code of Conduct may be subject to disciplinary actions that may result in a range of measures including (depending on the severity of the breach):

- Remedial education
- Counselling
- Increased supervision
- The restriction of duties
- Appointment to an alternate role
- Suspension
- In the case of serious breaches, termination of employment, contract or engagement.

Where any other member of the School Community breaches any obligation, duty or responsibility within our Child Safe Code of Conduct, Little Yarra Steiner School will take appropriate action School Community Safety Orders Policy.

Report Any Concerns

Whenever there are concerns that a child or young person is in immediate danger, call the Police on 000.

Staff

It is the School's policy that any breach of the Child Safe Code of Conduct is a child safety incident. Therefore, all Staff, Direct Contact and Regular Volunteers, and Direct Contact and Regular Contractors who witness, or suspect, any breach of this Code of Conduct must report their concern internally to a Child Safe Officer or the Principal. Where the child safety incident or concern involves the Principal, internal reports should instead be made to the Assistant Principal by phoning 5967 1953.

Staff who, in good faith, make an internal report alleging a breach of the Child Safe Code of Conduct will be protected from victimisation or other adverse consequences.

Note that reporting internally does not change any obligation that Staff may have under legislation to report to an external authority.

Our Child Protection Program includes information for Staff, Volunteers and Contractors about how to identify key indicators of child abuse or other harm and how to report child safety incidents or concerns to relevant external authorities.

For more information, refer to our procedures for Responding to and Reporting Child Safety Incidents or Concerns.

Students

Students who are the victim of, or who witness or suspect a breach of the Child Safe Code of Conduct can:

- disclose the child safety incident or concern to any staff member, Volunteer or Contractor. This might be done:
- verbally
- in writing
- through electronic means (such as email)
- indirectly (such as in written assignments, in artworks or in any other way)
- Use the School's anonymous contact page, which is located on the LYSS website to disclose anonymously.
- contact DFFH

Parents/Carers, Family Members or Other Community Members

Parents/carers, family members or other community members who witness or suspect that there has been a breach of the Child Safe Code of Conduct, or have concerns that a child or young person associated with the School may be subject to abuse or harm from a member of Staff, a Volunteer or a Contractor, should contact:

- The School's Senior child protection Officer John Stewart, by phoning 59671953 or emailing jstewart@lyss.vic.edu.au or the Principal, or
- If the concern relates to the Principal, the Assistant Principal.

Communications will be treated confidentially on a 'need to know basis'.

(i) Staffing:

(iii) **Determining the responsible person**

Nominated supervisors sign a daily nominated supervisor record sheet to indicate responsible person.

Day	Responsible Person	Responsible Person if absent
Monday	Shar'lee Northover	Anita Halliburton (or Jenni Smith if both are absent)
Tuesday	Anita Halliburton	Shar'lee Northover (or Jenni Smith if both are absent)
Thursday	Anita Halliburton	Shar'lee Northover (or Jenni Smith if both are absent)
Friday	Shar'lee Northover	Anita Halliburton (or Jenni Smith if both are absent)

In the event that all the above-mentioned nominated supervisors are absent, the responsibility falls to John Stewart (Principal).

Please note:

The Responsible Person determined ensures that the service is compliant with the National Model Code for the safe use of digital technologies and online environments and that personal devices are not in the possession of staff members, visitors, student teachers, families and volunteers who are working directly with the children.

(i) Staffing:

(iv) **Student teacher placement and volunteers in our Kindergarten**

We receive regular requests from teacher training organisations and individuals for student teachers to undertake their teaching rounds in our pre-school.

In the event of multiple requests for placements at the same time, priority will be given to pre-service teachers studying Steiner Education.

Once accepted by the school, the volunteer or pre-service teacher is asked to sign the visitors' book at the office each time they attend, a copy of their current Working With Children's Check will be kept on file.

While on observation or teaching rounds the pre-service teacher will be under the supervision of the early childhood teacher when working with students.

Personal Devices:

Student teachers on placement at the service will be informed that the use of personal devices while working with students is not permitted.

Nominated Supervisors and the Responsible Person are responsible for ensuring all visitors adhere to this policy.

(j) Interactions with Children

Purpose

The purpose of this policy is to provide a clear set of guidelines to ensure the development of responsive, warm, trusting and respectful relationships with children through interactions that promote their wellbeing, self-esteem, sense of security and belonging at the service, and that each child is supported to learn and develop in a secure and empowering environment.

Scope

This policy applies to children, families, staff, volunteers and visitors at the service.

Background

Considered and mindful interactions form the basis of equitable, respectful and reciprocal relationships between staff and children. Teachers and educators are actively engaged in children's learning, sharing in decision-making with them, using everyday interactions during play, routines and transitions to stimulate children's thinking and to enrich their learning.

These relationships provide a solid foundation from which to guide and support children as they develop the self-confidence and skills to manage their own behaviour, make decisions and relate positively and effectively to others.

Principles

Little Yarra Steiner Kindergarten is committed to:

- Maintaining the dignity, agency and rights of all children at the service.
 - Promoting fairness, respect and equality during interactions and involve children in program, encouraging children to express themselves and their opinions.
 - Considering the health, safety and wellbeing of each child, and providing a safe, secure and welcoming environment in which children can develop and learn at their own pace.
 - Maintaining a duty of care towards all children at the service.
 - Considering the diversity of individual children at the service, and be inclusive of family and cultural values, and all children and their capabilities regardless of age, gender, and the physical and intellectual development and abilities of each child.
 - Building collaborative relationships with families and the wider community to improve learning and development outcomes for children.
 - Encouraging positive, respectful and warm relationships between children, families and educators/staff at the service.
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Roles and Responsibilities

The Approved Provider and/or Nominated Supervisor at the Service will:

- Create a welcoming and relaxed atmosphere in which children experience equitable, friendly and genuine interactions with all educators.
 - Meet all educator to child and qualification requirements.
 - Ensure all staff have undertaken current child protection legislation training including mandatory reporting requirements and obligations.
 - Ensure that no child is subjected to any form of corporal punishment or any discipline including time out or isolation and that all staff are aware that this constitutes an offence under the National Law.
 - Treat all families and community members equitably without bias or judgement.
 - Greet families and children in a respectful manner on arrival.
 - Establish two-way communication through leading by example.
 - Respect privacy and confidentiality at all times.
 - Remain sensitive to cultural differences between families and encourage families to share cultural aspects with the children and educators at the service.
 - Gather information from professional experts, with parental permission, to assist educators in developing and implementing strategies to support the inclusion of children.
 - Ensure verbal communication is always calm in tone, open, respectful and honest
 - Provide families with up-to-date service information and notices through reports, newsletters, emails and sign-in sheets.
 - Reflect on input from parents/guardians on the program and make changes where necessary that will best benefit the children and the operation of the service.
 - Promote connections between families and the wider community by inviting them to participate in festivals and working bees.
 - Provide new staff members with relevant information about the service and program through induction program, faculty meetings, regular individual meetings/communication.
 - Hold weekly faculty meetings to support critical reflection and professional growth consistency of practice and continuous improvement.
 - Use appropriate conflict resolution techniques to solve problems and follow policies and procedures.
 - Ensure the size and composition of groups is considered to ensure all children are provided with the best opportunities for quality interactions and relationships with each other and adults at the service
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- Notify the Regulatory Authority as soon as is practicable **within 24 hours** of a serious incident or a notifiable complaint regarding the safety, health and/or welfare of a child at the service.

Teachers/educators will:

- Role-model appropriate language, body language and behaviour.
 - Support and encourage children to be aware of their own feelings and the feelings of others.
 - Encourage children to treat all other children with dignity, kindness and respect.
 - Provide children with the opportunity to explore their dispositions for learning with patience and in their own way ensure children are aware of how to raise concerns or provide feedback.
 - Assist children to build resilience and self-assurance through positive interactions.
 - Guide children's behaviour positively.
 - Respect the rights, dignity and agency of children.
 - Provide appropriate supervision so children feel safe in their interactions with other children.
 - Speak to children in a positive manner at all times, promoting respect, tolerance and empathy, including the use of non-verbal cues and communication.
 - Engage in meaningful, open interactions that support the acquisition of skills for life and learning of children
 - Respect each child's uniqueness and respond sensitively and appropriately to children's efforts to communicate and use the child's own words, communication styles and culture to enhance interactions.
 - Listen to children and take them seriously; support and encourage children to use appropriate language in their interactions with adults and peers.
 - Extend upon children's interests and ideas through questions and discussions.
 - Understand their reporting requirements and respond to any incident, disclosure or suspicion of child abuse or harm.
 - Show empathy to children.
 - consider and respect the values, beliefs and cultural practices of each child and their family.
 - Ensure that no child is ever isolated from their peers for any reason other than illness, accident or pre-arranged appointment with parental consent.
 - Regularly reflect on appropriate methodologies and practices that enhance the quality of engagement with children and how these can be improved.
 - Facilitate children's individual development extending upon their strengths, interests and abilities.
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- Engage in professional communication in order to create an effective work environment and to build positive relationships with colleagues, children and families.
- Champion a child safe culture through their attitudes, behaviours and actions.
- Use faculty meetings to communicate professional reflections and ideas for continuous improvement.
- Keep up-to-date with current child protection legislation including mandatory reporting requirements.
- Recognise and respect each other's strengths and value the contribution each person makes to different work roles.
- Work collaboratively to reach decisions which will enhance the quality of education and care offered at the service
- Maintain privacy and confidentiality at all times.

Please refer to the "Empowerment and Participation Program for the Early Years" for further details.

(k) **Enrolment and Orientation**

Please refer to Little Yarra Steiner School's "Enrolment Policy".

Families are encouraged to book a meeting with their child's teacher before the beginning of each school year to help support their child's transition into the program if needed.

(l) **Governance and Management of the Service**

Policy Statement

Little Yarra Steiner Kindergarten is committed to robust governance and management systems, ensuring the effective, transparent and competent operation of the service.

Background

The *Education and Care Services National Regulations* require policies and procedures to be in place in relation to governance and management.

Quality Area 7: Leadership and management in education and care services:

Effective leadership and service management are important in guiding and supporting the delivery of quality education at the service. It is through good governance and management that the effective functioning of the service can be ensured across all seven quality areas.

Roles specifically regarding kinder are as follows:

<u>Wirrup Room</u> Teacher: Shar'lee Northover Educator: Shelley Krycer	<u>Djiri Djiri Room</u> Teacher: Anita Halliburton Educator: Robyn Medling	<u>Murrum Room</u> Teacher: Jenni Smith Educator: Kym Sinclair
<i>Educational Leader: John Stewart</i>		
<i>Preschool Coordinator: Janine Cock</i>		
<i>Education Administrator: John Stewart</i>		

(m) **Acceptance and Refusal of Authorisations**

An online Enrolment Form is completed on enrolment into the service. Parents provide all authorisations regarding the following:

- Persons authorised to pick-up the child.
- Consent for staff to seek, or where appropriate, administer such emergency medical treatment as is reasonably necessary.
- Emergency contacts in case of emergency and parents can't be contacted.
- Consent to take photos (service issued devices).

For further authorisations, please refer to (f) Delivery and Collection of Children.

(n) **Fee policy**

Please refer to Little Yarra Steiner School's "Fee Policy".

(o) **Dealing with Complaints**

Please refer to the “Complaints Handling Policy” and “Child Protection Complaints Management Policy”.

(p) **Preschool Casual Relief Teacher (CRT) Procedure**

Teachers:

The Daily Organiser maintains the list of casual relief teachers (CRT), who have undergone observation in the kinder classroom, have the necessary qualifications and a WWCC or equivalent. Teachers contact the Daily Organiser, who will submit their leave form and organise the relevant replacement.

Educators:

The Daily Organiser maintains the list of casual relief educators, who have undergone observation in the kinder classroom, have the necessary qualifications and a WWCC or equivalent. Educators contact the Daily Organiser, who submit their leave form and organises the relevant replacement.

Each room has a detailed 'CRT' folder regarding the daily rhythm, medical, dietary and additional needs for each class.

It is the responsibility of each staff member to contact the Daily Organiser if they are unable to work due to illness or other commitments.

(q) **Hot Drinks Policy**

Staff will make hot drinks in the kitchen area only, away from children. Staff will consume hot drinks in a manner that does not compromise the safety of the children.

(r) **Professional Development**

Kindergarten teachers attend weekly faculty meetings, which includes support and collaboration in understanding regulatory requirements, reviewing National Quality Framework, Child Safe Standards, policy review, inclusive curriculum and other relevant areas.

Staff conference days for professional development are held onsite in Term 1 & 2, totalling 3 full days overall. All Victorian Steiner Schools are invited to attend a day of professional development at the annual shared curriculum day.

Steiner Early Childhood Australia have regular regional meetings throughout the year for early childhood staff to meet, learn and collaborate.

The biennial Steiner Vital Years Conferences are held on a rotational basis in different states throughout Australia. These are programs extended over multiple days, which include a range of professional development topics, workshops, guest speakers and discussion.

First Aid courses are attended by individual faculty members as required.

The School Readiness Funding plan enables targeted professional development for early childhood staff.

(s) **Pre-school Cleaning Procedure**

Preschool rooms are cleaned daily by our cleaning team. See Cleaning Coordinator for details.