



HERITAGE EARLY CHILDHOOD CENTRE

EDUCATOR HANDBOOK 2024



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Introduction

Heritage Early Childhood Centre (Heritage) is a small, community-based service, providing quality education and care on the campus of the Australian National University (ANU). Priority of access is given to the children of employees and students at the ANU. Children of Heritage employees are also prioritised as ANU Associates.

To maintain our reputation for providing quality early childhood education and care, we require the co-operation of dedicated professionals focused on supporting the needs of each enrolled child and family. At Heritage, we strive to create an environment which is happy, positive, caring, and educational. We aim to build genuine collaborative partnerships between management, educators, families, children, and community organisations in order to provide a holistic and inclusive curriculum which supports the wellbeing of each child, enabling them to reach their potential by acquiring the skills necessary for life and learning.

Every club, sports team or business has guiding principles and rules for its members, so they know what is expected of them. This Handbook is designed as a simple guide for you as a Heritage educator. It provides information for you regarding Heritage policies and procedures, the conditions of your employment and other relevant guidelines so that you clearly understand your professional education and care giving role and responsibilities.

Our policies, procedures and guidelines have been thoroughly researched to ensure they reflect current best practice and comply with the [National Child Safe Organisation Principles](#), [Education and Care Services National Law and Regulations, \(amended 2022\)](#) the [National Quality Standard](#) and the [Early Years Learning Framework for Australia - v2 2022](#)). We regularly review our policies and value your input to ensure they reflect common sense, are easy to follow and genuinely support you to provide the best possible care for enrolled children during the most crucial period of their development. When the Heritage community works together, with the best interests of the children and service in mind, the result is a motivated team and pleasant atmosphere for all.

If you have any questions or suggestions after reading this Handbook, please do not hesitate to talk to the Heritage Director, Vicki McDonald.

WELCOME TO HERITAGE! WE ARE VERY HAPPY TO HAVE YOU!

WE WISH YOU EVERY SUCCESS IN YOUR CHOSEN VOCATION!





The Heritage Philosophy Statement

The Heritage Philosophy Statement outlines the values, principles and practices that underpin our work and educational program. It is based on the [Early Years Learning Framework for Australia \(EYLF\) v2 2022](#), and evolves according to the beliefs and values that are collectively held by Heritage educators and families. **Please read the full statement:**

Acknowledgement

Heritage Early Childhood Centre recognise that teaching and learning have continued to take place on the Land on which our centre stands for many thousands of years, and we are honoured to continue to live and learn on this Land. We pay our respects to Elders past, present, and emerging and acknowledge the Traditional Custodians, the Ngunnawal, Ngunawal, and Ngambri Peoples of the Canberra Region.

Our Mission: Our mission is to work together to build a safe, respectful, and nurturing environment focused on maximising each child's sense of wellbeing and acquisition of skills for life, learning and wellbeing (*Belonging, Being and Becoming*).

Our Vision: Our vision is to create a warm and inclusive family atmosphere where all educators and families feel inspired to work together in a genuine collaborative partnership focused on providing a dynamic learning environment to ensure each child realises their full potential.

Regardless of race, gender, age, ability, social status or family structure, our vision is to ensure each child is able to participate in all aspects of the program. We value the different gifts that each child brings to our community and embrace the many world cultures represented at Heritage. We celebrate our multicultural roots for the wealth of knowledge and understanding they bring to our community, and Aboriginal and Torres Strait Islander cultures, identities, perspectives and connections to community and country are valued for their ways of being, knowing and doing.

Our Vision for Reconciliation: At Heritage Early Childhood Centre, we look forward to a day when all Australians celebrate the longstanding and continuing contributions of the First Peoples of Australians to our nation's shared history and identity. We envision that we, as a country, recognise our true histories and the diverse past, present and continuing cultures, and contributions of Aboriginal and Torres Strait Islander peoples. We will continue to respectfully embed Aboriginal and Torres Strait Islander peoples' perspectives and cultures in all that we do.

We are committed to building relationships with Aboriginal and Torres Strait Islander peoples within our community to help break down barriers and move forward together with equity and equality. We are committed to fostering opportunities for First Nations children and non-Indigenous children to explore and engage with the community going outside the fence. Our students engage in authentic learning on Country. We are a community-based centre committed to supporting other small communities and organisations.

It is every child's right in Australia to learn about the Land, the Traditional Aboriginal and Torres



Strait Islander Custodians, and their rich and diverse cultures and histories. We understand the importance of connecting children to the natural world to develop their respect for maintaining the health and beauty of the environment. We will teach children to care for and respect the Land and to love all the beauty and knowledge it has to offer.

We believe all First Nations children should know and understand their rights and all children are to be empowered to advocate for others' rights. Children who are respected and know their rights can be empowered to advocate for others' rights. We will continue to develop children's empathy and respect for others. We also acknowledge that racism has no place in Heritage Early Childhood Centre or the wider community. We commit to acting against racism and building inclusive learning environments that embrace diversity. Early Childhood Educators understand that 'from little things, big things grow' and that a child's learning journey and our shared reconciliation journey begins here.

Our Aims

Respect and Dignity: We aim to ensure each child is given the opportunity to play, discover and grow in an atmosphere of care and mutual respect where their dignity and rights are preserved at all times.

Emotional Security: We aim to build warm, respectful, and meaningful relationships between all our children, families and educators in order to create a community of learners which is a support network for all. We know that respect comes from being acknowledged, understood and empathised with in relationships that have meaning, and understand the importance of establishing an emotionally secure foundation based on respect in order to support each child's developing sense of self and empathy for others. We understand that caring relationships play an important role in healthy brain development.

Our Philosophy

Holistic and Inclusive Approach: We take a holistic and inclusive approach to caring for and educating our children and aim to develop each child's understanding of the world in which they live by developing broad based knowledge, skills and attitudes to prepare them for lifelong learning and wellbeing. We aim to develop not only every child's cognitive ability but also their social, physical, linguistic and emotional skills to enable them to become active and informed citizens.

Innate Curiosity and Creativity: Our philosophy is underpinned by the view that each child is naturally creative, capable and inquisitive. We understand that children are fundamentally motivated to explore and discover the world by actively employing a complex network of abilities, interests and symbolic languages. We believe in a play-based approach to learning and recognise children's agency from birth.

Connecting to our Environment: We understand the importance of connecting children to the natural world in order to develop their respect for sustainability and maintaining the health and



beauty of the environment. We are committed to teaching children to care and respect the land of the local Indigenous people and to love all the beauty and freedom it has to offer. We value the pedagogy of outdoor learning and are inspired by the **Forest School Theory** and **Nature Play**. We believe this approach is essential for building each child's health and fitness, life skills and resilience and aim to balance safety with the need to explore risks in order to encourage children to make sound supported judgements about risk taking. We believe outdoor education fosters a sense of community and adventure, encourages exploration and inspires creative minds. 'Exploring beyond the fence' is a fundamental part of the Heritage program while the surrounding landscape, Australian culture and consultations with a local Aboriginal Elder strongly influence the design of our indoor/outdoor spaces.

Self-Reliance: We believe in encouraging children to express themselves and their opinions and allow them to undertake experiences that develop self-reliance, resilience, and self-esteem. Our educators actively listen to each child throughout the day in order to genuinely understand their needs and what is important to them and strive to create a natural flow of stimulating activities and quiet times where each child feels safe to seek reassurance.

Qualified Team of Educators: We embed ongoing critical reflection in all areas of our practice by building a culture of enquiry and continuous improvement among our educators to meet the changing needs and expectations of children and families. We believe in collaborative leadership and fostering a team approach where all our educators are equally respected and valued for their contribution. We employ highly qualified educators and are committed to ongoing professional development and empowering our trainees to continually upgrade their qualifications.

Differentiated Curriculum: Our educators view each child as a unique person with their own dispositions, interests, needs and energy levels. We understand that children mature at different rates and have preferred styles of learning and our educators are trained to provide an enriched, flexible and differentiated curriculum. We understand that children learn best when the program reflects their interests and has meaning for them personally and plan our program and environments based on careful observations of each child's individual knowledge, ideas, culture, abilities and interests.

Collaborative Learning: We are intentional in all aspects of the curriculum and provide a balance between child-led, adult-initiated, and guided play. We utilise enquiry and project-based collaborative learning, initiated by children, families, educators or involvement in the wider community to extend children's plan and support creative thinking and problem solving. We understand that learning can happen every moment of every day and it is our job to *make the most of every moment*.

"Young children's earliest years are the foundation for their physical and mental health, emotional security, cultural and personal identity and developing competencies."

UN Committee on The Rights of the Child.

Our Core Values: Identity, Respect, Community, Resilience, Contribution



Educator Induction Procedures

Before commencing work on your first day, you must:

- Receive a **Fair Work Australia Statement** and read and sign your **Terms of Employment Form**.
- Complete a **Superannuation Form** and **Tax File Number Declaration**.
- Complete a **Personal Information Record Form** and **Medical Declaration Form**.
- Receive your **Job Description** and **Terms of Employment Form**. Read and discuss with the Heritage Director, and then sign them.
- **Provide qualification/training certificates** (originals/certified copies) for the Director to copy.
- Provide a **Working with Vulnerable People (WWVP) Card** for the Director to copy.
- Discuss your **immunisation status**.
- Provide your **emergency contact details**.
- Provide any other relevant information as required by the Heritage Director.

Note: All copies will be held securely in your private Personal Information Folder in the office.

You will receive:

- A copy of the **Educator Handbook** to read and sign.
- Access to the **Heritage Policies and Procedures**. You will be shown the Policy Folder in the Staff Programming Room and given a password to the **Members Section of the website, including the Educators' Area**. The Director will highlight key policies such as the:
 - Heritage Code of Conduct/Ethics and the Heritage Philosophy.
 - Emergency and Evacuation Policy including the Evacuation/Lock Down Procedures and location of emergency exits, fire extinguishers & first aid kits.
 - Medical Conditions Policy and those children that have allergies/medical conditions.
 - Medication Policy including authorisations and how to safely administer medications.
 - First Aid Policy including allergy/asthma procedures and what to do in medical emergency.
 - Illness and Infectious Diseases Policy and exclusion guidelines.
 - Hygiene and Infection Control (including Toileting) Policy and Procedures.
 - Immunisation Policy and Procedures.
 - Food Safety Policy and Procedures including online food safety course.
 - Sustainability Policy and good composting practices.
 - Behaviour Guidance Policy and Procedures including our Teachable Moments strategies.
 - Sleep, Rest and Relaxation Policy and Procedures.
 - Child Protection Policy including qualification (CHCPR001) and mandatory reporting forms.
 - Dangerous Products Policy and correct filling and storage /safety practices around children
 - Work Health and Safety Policy and Procedures.
 - UV/Sun Protection and Clothing and Footwear Policy and Procedures.
 - Employment and Recruitment Policy and Procedures.
 - Staff Underperformance and Misconduct Policy and Procedures.
 - Reportable Conduct Policy and Procedures.
 - Staff Complaints and Grievance Management Policy, including who to talk about issues that arise and how to deal with conflicts.



Training and Professional Development

The Heritage Director will give you a tour of the service and introduce you to Heritage educators, children and families. You will be shown:

- Procedures for **Timesheets** and **Leave Request Forms**.
- Location of the **United Voice & Heritage Big Steps Enterprise Agreement**.
- Information on the **National Employment Standards** and **Modern Awards**.
- Location of **Guild Insurance Workers Folder** and **Staff Accident Forms**.
- Location of the **National Quality Standard** and the **Early Years Learning Framework Manuals**.
- Information on how the **Heritage play and learning curriculum** is planned and evaluated including a meeting **with the Educational Leader** to give a more comprehensive understanding.
- **Your role in children's learning and documenting their learning**.
- The **Educators' Area** in the **Members Area of the website**, with training and wellbeing links.

The Heritage Director will arrange for you to:

- To be shown our Room routine/flow sheets and duty rosters by your Room Leader with clear instructions for you to follow.
- Meet other educators and share ideas.
- Work or 'shadow' with an experienced educator and **develop a mentor relationship**.
- Meet regularly with your Room Leader in the early days and weeks to clarify your roles, responsibilities and practices.
- Provide and receive feedback, including completing an **Educator Induction Report** after 1 month, and again after 2 months.
- Attend an Appraisal Meeting with the Director or your Room Leader after the **3-month probationary period**.

In addition, there will be:

- Practical demonstrations by the Heritage Director and senior educators to ensure you can:
 - Locate and fill out all forms including the **Accident Form** and **Medication Form**.
 - Carry out proper food safety, hygiene and nappy changing/toileting procedures.
- On-going on the job training through guidance from other educators in your room, referral to the Policy and Procedures Manual and guidelines on display in your room.
- Login access to the For Educators page on the Heritage website which will be updated with relevant resources and courses.

This means you need to have an attitude of *"willingness to be taught, to listen and to learn"*

There will be Professional Development opportunities including:

- Resource materials available in the Staff Programming Room and Library and via the website.
- Attending training workshops during the year on topics such as food safety, the EYLF, supporting children's behaviour etc. (If outside working hours, time paid by Heritage)
- An annual Training Day for all educators (attendance is compulsory)
- Study-leave options by mutual agreement with the Director and in line with our Enterprise Agreement. **Refer to:** Employment and Recruitment Policy



Employment Terms and Conditions

Immunisations

- It is recommended that all our educators be double-vaccinated against COVID.
- An online Immunisation History Statement from the Immunisation Register may be provided as evidence of immunisation history.
- As a duty of care to our community, if unable to provide an Immunisation History, you will be required, within 3 months of completing of your probation period, to provide an **immunity/serology test from your G.P.** confirming your immunity levels to vaccine-preventable diseases (varicella, mumps, measles and rubella).
 - This enables management to identify the need for booster shots and to ensure non-immune educators are excluded during outbreaks of vaccine-preventable diseases.
 - Educators may utilise annual leave or leave without pay during this time.

Hours of Work and Breaks

- Normal hours of work for a full-time educator are **38 hours** per week. 'Reasonable' extra time may be required on occasions so that Heritage may maintain quality educator-to-child ratios.
- Part-time/casual hours will be arranged through the Director, in consultation with employee.
- Start and finish times will be designated by the Director and Room Leader for the smooth functioning of Heritage and to cover legal requirements.
- No educator will work for longer than 5 hours without a meal break of 30-60 minutes.
- Educators working for 4 hours or more will be entitled to a paid rest period of 10 minutes.
- When working for 7 hours or more, the entitlement is 2 paid rest periods of 10 minutes.

Attendance and Punctuality

DEVELOP A HABIT OF BEING IN YOUR ROOM ON TIME AND READY FOR WORK

- You are expected to be ready to start work at the correct time, to observe the Duty Roster, the times allocated for meal breaks and to continue working until the allocated finish time.
- **Attendance and punctuality is important to your continued employment** and in order to provide quality education and care to our children and families. Being dependable and having a good record of punctuality and attendance is a real asset to you. Please remember, when you are absent, you place an added burden on all your fellow educators.
- No educator may leave their place of work before their normal finish time without the consent of Heritage Director or Responsible Person in Charge.
- No educator will alter the Duty Roster on which they are placed. Any change in the roster must be made after discussion with and approval of Heritage Director.
- No educator shall be left with more children than the National Quality Standard provides for.

Please make sure the educator-to-child ratio is correct before you leave your room



Timesheets, Leave Requests and Pay

- Timesheets are to be completed by you **daily** as a record of hours worked. This record is used when making up your pay.
- The Director's signature of approval must accompany all and any extra time worked. Please clear with your Room Leader or Director if there is a need to work longer than advised finishing times. No payment will be made for unsigned extra time.
- Any leave taken during the pay period must also be recorded on an **Approved Leave Form and accompany your timesheet.**
- All employees are paid fortnightly by direct credit into their nominated bank account. The rate of pay is set out in your Terms of Employment. Your pay will be available from your bank on the Thursday of each fortnight. Please notify the Director of bank account changes.

It is a legal requirement that you complete your own times on the time sheet. You leave yourself open to disciplinary action if you complete another educator's record. NOTE: Intentional falsifying of time sheets is serious misconduct which will result in instant dismissal.

Personal Information Record

Your Personal Information Record will be held by the Heritage Director. You may, on written request, have copies of documents from this file. It will hold your Personal Information Record Form, Performance Appraisal Reports, copies of qualifications, training certificates, references and all other forms and information relevant to your employment.

Performance Appraisals

Personal Performance Appraisals will be undertaken every 12 months. These reviews will be completed by your Room Leader, as well as discussed and endorsed by the Heritage Director.

Educator Meetings

Monthly educator meetings will be held, out of work time, to allow time for skill enhancement, discussion of matters of concern and to share ideas. These meetings are compulsory and part of your employment contract obligations.

Educator Amenities

- **The Staff Room** has been designed to allow all staff to comfortably eat lunch and take tea breaks. Please ensure this area is **clean and tidy at all times.**
- **Washroom** facilities and toilets are also provided for your comfort.
- **Lockers** are available for you to store your personal belongings and mobile phone safely.
- **The Programming Room** contains resources for educators including Policy Manuals.
- **A Prayer Room** is also available if required. Please talk to the Director.

Absences from Work

- Leave forms for **holiday leave** must be signed by the Director **BEFORE** holiday leave is taken.
- Leave forms for **sick leave** must be completed and approved by the Director **as soon as you return to work.**
- **Unpaid Leave** forms must be signed by the Director **BEFORE** leave is taken.



Leave Entitlements

Heritage views absences from work as valid or non-valid. Valid absences are summarised in the table over-page. For full conditions, **refer to:** The United Voice and Heritage Enterprise Agreement.

Type of Leave	Policy and Procedures
Public Holiday	<ul style="list-style-type: none"> All permanent full-time and part-time employees are entitled to prescribed Public Holidays.
Annual Leave	<ul style="list-style-type: none"> All permanent full-time and part-time employees (on a pro rata basis) are entitled to 20 days paid Annual Leave for each 12 months of continuous service completed. Annual leave shall be taken at a mutually agreeable time to the employer and employee for any period, including a single day. Staff must submit a request for annual leave using an Application for Leave Form to the Director at least 1 week ahead of time (unless there are exceptional circumstances). It is important that employees do not make bookings/pay for holidays until a request has been approved. There may be occasions when a request may be reasonably refused in certain circumstances (See: NES). Educators are able to cash out up to two 2 weeks annual leave in each 12-month period.
Special Leave	<ul style="list-style-type: none"> All permanent employees are entitled to use 4 days of non-accruable paid Special Leave during the Christmas and New Year shut down period. Any remaining days over the shutdown period (other than public holidays) must be taken as Annual Leave.
Personal (Sick) Leave	<ul style="list-style-type: none"> All permanent full-time and part-time staff (on a pro rata basis) are entitled to paid Personal Leave for personal illness/injury. Personal Leave may also be taken for the purposes of caring for immediate family or household members who are sick or require the employee's care due to an unexpected emergency. The amount of Personal Leave depends on how long the employee has been employed and accrues as follows: <ul style="list-style-type: none"> On commencement – 1 day End of 1 month – 2 days End of 2 months – 3 days End of 3 months – 4 days End of 4 months – 5 days End of 5 months – 6 days End of 6 months up to 12 months – 7 days For each subsequent year of service – 10 days The employee must inform the employer as soon as practicable and 2 hours before their next shift by telephone and state the nature of the illness, injury or emergency and estimated duration of absence. If not practicable, at least within 24 hours of such absence.



	<ul style="list-style-type: none"> A medical certificate or other satisfactory evidence must be produced where the absence exceeds 2 consecutive days, where 4 or more single sick days have been taken during the current year of service or where the absence falls on a working day before/after a public holiday. Where an employee exhausts all Personal Leave entitlements, they may take Annual Leave or unpaid Personal Leave as agreed with the Director. 																				
Infectious Disease Leave	<ul style="list-style-type: none"> If a staff member contracts an infectious disease while at work, they are entitled to Infectious Disease Leave with pay as follows. A signed medical certificate must also be presented to the Director: <table> <tr> <td>Chicken Pox - 5 working days</td><td>Rubella - 5 working days</td></tr> <tr> <td>Head Lice - 1 working day</td><td>Hepatitis - As decided by doctor</td></tr> <tr> <td>Impetigo - 2 working days</td><td>Measles - 10 working days</td></tr> <tr> <td>Mumps - 10 working days</td><td>Rheumatic Fever - as per doctor</td></tr> <tr> <td>Ringworm - 2 working days</td><td>Scarlet Fever - 10 working days</td></tr> <tr> <td>Sticky eyes - 2 working days</td><td>Cold Sores - 2 working days</td></tr> <tr> <td>Hepatitis A - 5 working days</td><td>Scabies - 1 working day</td></tr> <tr> <td>Strep Infection - 1 working day</td><td></td></tr> <tr> <td>Whooping Cough - 10 working days</td><td></td></tr> <tr> <td>Active TB - 20 working days or as decided by doctor</td><td></td></tr> </table> 	Chicken Pox - 5 working days	Rubella - 5 working days	Head Lice - 1 working day	Hepatitis - As decided by doctor	Impetigo - 2 working days	Measles - 10 working days	Mumps - 10 working days	Rheumatic Fever - as per doctor	Ringworm - 2 working days	Scarlet Fever - 10 working days	Sticky eyes - 2 working days	Cold Sores - 2 working days	Hepatitis A - 5 working days	Scabies - 1 working day	Strep Infection - 1 working day		Whooping Cough - 10 working days		Active TB - 20 working days or as decided by doctor	
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Compassionate Leave	<ul style="list-style-type: none"> Permanent full-time and part-time employees are entitled up to 3 days Compassionate Leave on any one occasion on which a member of the employee's immediate family or household dies. If an employee exhausts all compassionate leave entitlements, they may take Annual Leave or unpaid Personal Leave as agreed with the Director. 																				
Leave without Pay	<ul style="list-style-type: none"> Authorisation for Leave without Pay will be at the discretion of the Director and the Management Committee. Written notification must be received by the Director if the request is for more than 1 week. Leave without pay for more than 4 weeks requires approval by the Management Committee. 																				
Study Leave	<ul style="list-style-type: none"> Unpaid Study Leave may be available at the discretion of the Director and the Management Committee. 																				
Family/ Domestic Violence Leave	<ul style="list-style-type: none"> An employee is entitled to 5 days unpaid leave to deal with family and domestic violence as provided for in the NES. 																				
Community Service Leave	<ul style="list-style-type: none"> Employees, including casual employees, are entitled to community service leave for certain activities such as: <ul style="list-style-type: none"> Voluntary emergency management activities Jury duty (including attendance for jury selection). With the exception of jury duty, community service leave is unpaid. 																				
Parental Leave	<ul style="list-style-type: none"> Full-time and eligible casual staff (refer to: Enterprise Agreement) are, after 12 months continual service, entitled to Parental (or Adoption) Leave up to 52 weeks without pay. 																				



	<ul style="list-style-type: none"> A written application for Parental Leave and an estimate of the leave time to be taken must be submitted to the Management Committee at least 4 weeks prior to the expected commencement of the leave. The Committee must be notified by the employee that they are pregnant at least 10 weeks before the expected date of confinement. Where an employee continues to work within 6 weeks immediately prior to the expected confinement date or within 6 weeks immediately after the birth, the employer may require a medical certificate stating the employee is fit to work. 4 weeks' notice of return to work from parental leave is required by the Director and Management Committee.
Parental Leave Pay (PLP)	<ul style="list-style-type: none"> Eligible employees who are the primary carer and take unpaid parental leave may receive financial support from the government for up to 18 weeks to care for a newborn or recently adopted child, paid at National Minimum Wage. Eligible employees can claim PLP for 1 set period and 1 flexible period. The first period is available for up to 12 continuous weeks, within 12 months of the birth or adoption of a child. The second period is flexible and available for up to 30 days, usually starting after the first period and finishing within 24 months of the birth or adoption.
Unpaid Special Maternity Leave	<ul style="list-style-type: none"> Where a pregnancy terminates after 28 weeks other than by birth, the employee may take unpaid Special Maternity leave as advised by a doctor. Such leave may also be taken if an employee falls sick during the pregnancy as determined by a doctor.
Long Service	<ul style="list-style-type: none"> The Provisions of the ACT Long Service Act 1976 shall apply.
Leave in Lieu	<ul style="list-style-type: none"> Employees are entitled to accrue time-in-lieu for attending staff meetings, accreditation meetings and training that is held outside the employees' normal working hours. Time in lieu may only be taken if no relief staff are needed to replace the staff member requesting leave. Staff must ask the Director or Room leader, and if educator-to-child ratios can be maintained, the leave will be granted.

Non-Valid Absences from Work

- Non-valid absence is any time off that does not come into a category in the Leave Entitlements Table. Non-valid absence will be treated as **misconduct** and dealt with under the Staff Underperformance and Misconduct Policy.

Termination of Employment

- 1 weeks' notice** of resignation from your employment is required **before 1 year** of service, **2 weeks** written notice **after 1 year** of service and **4 weeks after 5 years or more** service.
- This is in accordance with your employment contract to the Heritage Director.



- Final pay will be paid into your bank account through the pay system.
- No cash payment will be made. This is to keep our computer records correct.
- Where termination is because of misconduct, termination will be according to the terms of the relevant legislation and in line with the Staff Underperformance and Misconduct Policy.
- Staff have the right to respond under the Staff Complaints and Grievance Management Policy.

Duties and Responsibilities

Professional Standards and Attitude

- The Professional Standards expected at Heritage are detailed in the Appendix and have been developed to minimise the risk of Reportable Conduct occurring at the service.
- Heritage believes a professional attitude is fundamental to providing quality early childhood education and care and our educators are employed with this in mind.
- We are looking for highly motivated, caring and competent educators, genuinely interested in building meaningful relationships with children and willing to learn and try new ideas.
- **It is essential that our educators understand the complexity of their work.**

The period of a child's life between 0-5 years is considered to be the most important.

All basics life skills are learned and formed during this time and affect the adult the children will become. Ethics and values learned at this age play an important role in determining the child's future. It is a great responsibility that you and all our educators take on.

- All instructions given by the Room Leader are to be carried out. However, no employee is required to do anything which may endanger themselves or another person. If there is good reason to object to any instructions, please advise the Heritage Director, stating the reason and work together to find a compromise.

Insubordination is:

- Not respecting a senior educator's authority.
- Not following the guidelines set down in the Heritage policies and procedures.
- Questioning authority and talking with other educators, staff and families about problems. Commonly known as "stirring".

Insubordination among our educators affects the quality of education and care we can give to our families and children. Please see that all difficulties between staff are handled quickly, professionally and with respect for confidentiality. Procedures for conflict resolution are in our policies. **Refer to:** Appendix: Staff Complaints and Grievance Management Procedure, p59.

Coarse Language

- It is against our Code of Conduct/Ethics (see below) for children and staff to be subjected to inappropriate language, including blasphemy. If you don't swear, you will not leave yourself open to accusations from families regarding their children swearing.
- Educators who swear will receive a "Warning".

REMEMBER - You are a role model



Heritage Code of Conduct/Ethics

On joining Heritage, you agree to abide by the Heritage Code of Conduct/Ethics and understand:

- Each child has unique interests and strengths and the capacity to contribute to their communities.
- Children are citizens from birth with civil, cultural, linguistic, social and economic rights.
- Effective learning and teaching is characterised by professional decisions that draw on specialised knowledge and multiple perspectives.
- Partnerships with families and communities support shared responsibility for children's learning, development and wellbeing.
- Democratic, fair and inclusive practices promote equity and a strong sense of belonging.
- Respectful, responsive and reciprocal relationships are central to children's education and care.
- Play and leisure are essential for children's learning, development and wellbeing.
- Research, inquiry and practice-based evidence inform quality education and care.

Please read and sign the full Heritage Code of Conduct/Ethics at the end of this document.

Respectful, Child-focused Communication

- Heritage educators must act respectfully at all times and in the best interests of the children. This means you must **always be child-focused**, show deep respect for each child and their rights and give them a say in what happens to them, particularly during routines and learning.
- In addition, we require our educators to work as a team, be enthusiastic, share ideas, be open to suggestions and regularly reflect on their work together.
- **Good communication is essential**, and you must make an effort to greet and communicate with everyone (children, parents, visitors, all educators and management).
- It is important that you **regularly initiate conversations with families** and try to get to know parents' names. Talking to parents at pick up also enables you to pass on valuable information about their child's routine and day (especially positives).

Respect for Diversity and Inclusion

- Heritage embeds diversity and inclusion into all aspects of our service. We encourage our families to share their culture, values and beliefs and host community events throughout the year to enable educators to get to know our families.
- You are required to, at all times, ***"uphold all children's rights to have their cultures, identities, abilities and strengths acknowledged and valued, and respond to the complexity of children's and families' lives."*** (EYLF p14).
- You will be given the opportunity to utilise a range of resources at Heritage to support inclusive perspectives about culture, race, gender and abilities and ensure that all children can thrive in our programs and environments.

Respect for Aboriginal and Torres Strait Islander Cultures

- At Heritage, we recognise that the **First Australians** were Aboriginal and Torres Strait Islander People. The richness and diversity of Aboriginal and Torres Strait Islander cultures is respected and recognised as the **oldest continuing living culture in the world**.



- We acknowledge that our centre stands on Ngunawal land and share this knowledge with children regularly.
- Educators participate in our **Acknowledgement of Country** regularly with children and link the acknowledgement with our day-to-day actions. In addition, educators are required to know phrases in Indigenous Languages to share with children, especially Ngunawal language.
- Our educators are required to contribute to achieve the goals and deliverables of **The Heritage Reconciliation Action Plan** and to regularly include Aboriginal and Torres Strait Islander perspectives in teaching and environments.

Sustainability Practices

- At Heritage we strive to educate children about sustainability using real life experiences and our library resources.
- You will role model caring for our environment by showing children how to look after our community (both inside and outside the fence) and inspire children to respect our resources, plants and animals.
- Specifically, you will contribute to our sustainability initiatives and involve children in disposing of food scraps to the chickens or compost and ensuring the correct use recycle bins.
- We ask that you look for ways to reduce, reuse and recycle and carry out simple habits to reduce power consumption such as turning off lights and air conditioners when not in use.
- In addition, our educators are committed to using less single use plastics (both personally & with children), using bees wax wraps and supporting nude lunches.

Health, Safety and Wellbeing

As a Heritage educator you have a responsibility to:

- Follow room duty rosters (including cleaning, toileting and safety checks) and complete allocated tasks in good time, according to procedure guidelines.
- Assist in providing a program of educational and play activities and setting up the physical environment in accordance with the children's program and the Early Years Learning Framework.
- Assist children in your care to learn self-reliance and life skills by allowing them to develop independence and to attend to their own needs where developmentally appropriate.
- Ensure play areas are clean and tidy and teach older children to assist with putting away equipment, in order for them to develop a sense of responsibility and respect for others.
- Take all reasonably practicable steps to ensure your own health and safety and to make every effort to ensure that children in your care can play and learn in safety. This means:
 - Becoming familiar with the Heritage health and safety policies and procedures.
 - Educating children in your care regarding health and safety issues.
 - Following the **correct lifting procedures** for children and objects, as shown on safety charts and assisting in identifying manual handling risks and hazards.
 - Regularly **checking play areas and premises for hazardous objects or equipment and reporting them promptly** to the Health and Safety Representative or Director.
 - Ensuring all equipment, floors, shelves, cupboards, walls, windows etc. are kept clean, tidy and safe with all equipment and **toys are returned to their rightful place**.



- Ensuring all broken equipment/toys are put in a designated place, preferably a container, so that parts are not lost. **Broken equipment/toys must be reported to the Director.**
- Educating children in your care in the appropriate use of equipment and preventing them from using equipment unsuitable for their stage of development.
- **Keeping potentially dangerous products and equipment stored out of reach** and/or within a locked or supervised environment.
- **Actively supervising all children** in your care.
- Being aware of children with asthma and anaphylaxis and **looking out for signs of illness.**
- **Communicating with respectful words and actions** to both children and educators.
- Encouraging children to **develop appropriate behaviour towards others.**
- Maintaining a daily attendance roll accurately, **releasing children to authorised persons.**
- As far as practicable, **not allowing children to be left alone with an educator or volunteer.**

Family Expectations

Families who leave their very young children to be educated and cared for at Heritage have certain expectations. This is what they will expect from you. To:

- **Make them feel welcome and comfortable** so they feel able to make suggestions, ask questions about their child's day and feel their contribution is valued.
- **Be a positive role model** for their child.
- **Give affection, education, care and protection** to their child in a safe environment.
- **Value the unique gifts their child brings** to the Heritage community.
- **Provide play and educational activities and unhurried care routines** which allow their child to developing respect for themselves and others, and a positive, healthy self-image.
- **Develop their child's independence and self-help skills** necessary for life and learning.
- Offer their child educational activities which focus on **'learning through play'** and which have been **planned appropriately for their child's age and individual developmental needs.**
- Offer their child a range of play and educational activities which **stimulate their reasoning and desire to learn and experiment according to their individual strengths and interests.**
- Allow their child the opportunity to participate in **active play and physical exercise**, both indoors and outdoors, using safe equipment.
- **Stimulate their child's imagination** by offering them the opportunity to participate in reading, drama, music, movement, and dancing.
- **Extend their child's world through well supervised excursions and regular outings** which relate to the educational curriculum.
- **Actively supervise and listen to their child throughout the day** in order to understand their needs, to ensure their child feels safe to seek reassurance and to ensure they receive individual attention during all activities.
- **Provide gentle behaviour support and positive reinforcement** leading to their child developing independence, self-esteem, and self-control.
- **Provide a fun and happy place for their child to share experiences and build memories.**



The Model Educator

Cooperation means 'the working together of all parts to accomplish the whole'. This means that each educator has a part to play in the quality and smooth operation of the Heritage service.

Negative body language and laziness has an adverse effect on the early education environment and will not be tolerated.

The following is a list of requirements for the Model educator:

Patient	Affectionate	Understanding/empathetic
Imaginative	Enthusiastic	Positive
Resourceful	Confident	Assertive (not aggressive)
Knowledgeable	Alert	Respectful and Tactful
Energetic	Flexible	Physically Healthy
Reliable	Open Minded	Willing to Learn
Plenty of Common Sense!		

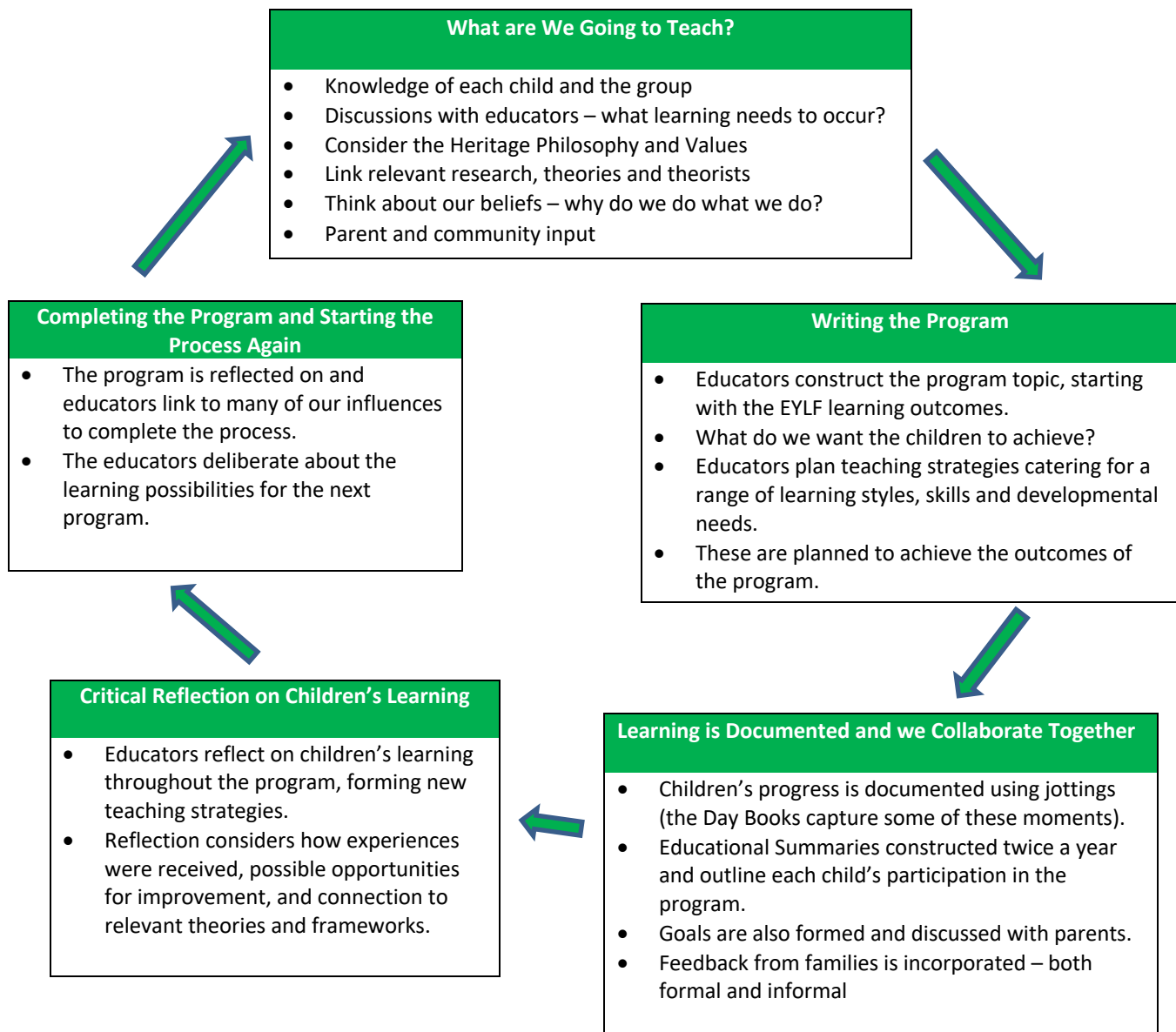
The Learning Environment

- Under the guidance of the Director and the Educational Leader, our educators implement an Educational Program that reflects the Heritage Philosophy, contemporary early childhood theories and the [Early Years Learning Framework for Australia \(EYLF\) v2 2022 \(including the EYLF Planning Cycle v2\)](#)
- Each child's current knowledge, ideas, culture, abilities, interests, and experiences form the foundation of our educational curriculum.
- We understand children learn best when the activity is interesting and has meaning for them personally and program topics are initiated by children, families, educators, or the community.
- [Play-based learning](#) underpins the learning process at Heritage.
- We are intentional in all aspects of the curriculum and provide a balance between child-led, adult-initiated, and guided play.
- Physical play is incorporated into every day, enabling children to develop strong bones and muscles, flexibility, and coordination, Fundamental Movement Skills, spatial awareness, confidence and how to cooperate with others.
- Children's play is extended by using intentional teaching strategies that involve enquiry-based learning, questioning, and challenging children's thinking and supporting their learning.
- Focus educators use jottings to reflect each child's participation in the program. These observations are used to inform individual goals and to share learning and play with families through educational summaries and Day Books.
- We use reflective practice to ensure that our programs meet the changing needs and expectations of children and families (**refer to:** The Program Cycle over-page).

You will help with creating environments, planned experiences and spontaneous moments that reflect children's interests, individual needs, and our educational programs.



The Heritage Program Planning Cycle



Relationships and Interactions with Children

Heritage educators are required to understand and strictly adhere to the Education and Care Services National Regulations 155 and 156, as outlined below, which relate to all interactions with enrolled children. The Heritage Philosophy is based on these fundamental principles.

Regulation 155, Interactions with Children

The management team must take reasonable steps to ensure that the Heritage service provides education and care to children in a way that:



- Encourages the children to express themselves and their opinions.
- Allows the children to undertake experiences that develop self-reliance and self-esteem.
- Maintains at all times the dignity and rights of the child.
- Gives each child positive guidance and encouragement toward acceptable behavior.
- Gives due regard to the family and cultural values, age and physical and intellectual development and abilities of each child being educated and cared for by the service.

Regulation 156, Relationships in a Group

- Heritage management must take reasonable steps to ensure that the Heritage service provides enrolled children with opportunities to interact and **develop respectful and positive relationships** with each other and with staff members of, and volunteers at, the service.
- Heritage management must have **regard to the size and the composition of the groups** in which children are being educated and cared for by the service.

Child Protection and Child Safe Organisation Responsibilities

- Heritage is committed to being a **Child Safe Organisation** and embeds child safety and wellbeing into every aspect of the service. The service incorporates the [National Principles for Child Safe Organisations](#) into its' Risk Management Strategy and service culture (**refer to:** Chart in Appendix).
- As far as practicable, **no educator must be left alone with a child, out of sight, or with an unqualified staff member, a student or volunteer, visitor, or any other adult that is not the child's parent/guardian or family member.**
- Children must only be released to authorised persons as per the child's Enrolment Form.
- Initially it is preferred, though not compulsory, that you inform the Director if you suspect child abuse/neglect (**refer to:** Indicators of Child Abuse and Neglect in Appendix).
- Where you have reasonable grounds to suspect that a child is at risk of harm and choose not to talk to the Director, you are legally required, as a Mandated Reporter, to report to:

Child and Youth Protection Services (CYPS):

- Mandated Persons Line (24 hrs): 1300 556 729
- Email address: childprotection@act.gov.au
- Online: [Child Concern Report](#)

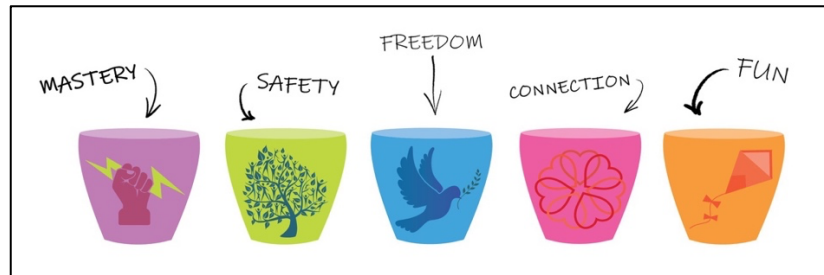
Call Police first if child is in immediate danger on 0-000 (internal line) or 000 (external line)

Refer to: Summary of Child Protection Procedures in Appendix.



Supporting Children's Behaviour

- Educator practices around supporting children's behaviour are governed by the Heritage Behaviour Guidance Policy and reflect the teachings of [Sandy Phoenix](#) and [Dr. Louise Porter](#).
- It is important that our educators work with children to support them to build an understanding of their own feelings, develop empathy for others and begin to develop independence and self-regulation so they can begin to solve problems independently.
- **We utilise the Phoenix cups to see reasons for children's behaviour and the "say what you see and ask a question" method of supporting children.**



- It is important to understand that some children who come to Heritage are very challenging through no fault of their own, and sometimes their innate nature causes them to be different. Whatever the reason, it is your duty to see that their individual needs are met with positive reinforcement and gentle behaviour support which shows respect for the dignity and rights of the child at all times.
- You are required to communicate regularly with team members to reflect on strategies and change environments/routines as needed, and to ask for help when unsure.
- You must work with families to ensure they are informed of behaviour guidance strategies and to encourage consistency between Heritage and at home.
- If you find a child that is difficult to manage or is not developing, settling or adapting appropriately for their age, please advise the Heritage Director.
- Please keep accurate observational records of the child so that appropriate action and/or specialist referrals may be taken by the Director if required.

Remember that social skills are not easy to teach; they are complex and so much depends on "reading" an individual and adjusting to the individual situation as it evolves.

We often do not realise what is involved in learning social skills but immediately recognise when it is absent. It is normally helpful for the child needing support with behaviour to have their needs recognised and supported by you as you demonstrate a more social way of fulfilling their needs.

When a Specific Incident Occurs

When an incident occurs, your response as an educator is paramount for creating an environment of mutual respect - an environment where we look after the people, animals, plants and resources.

The following respectful **"teachable moment"** strategies can be adapted to any age group as well as for children with individual and additional needs and link with our Philosophy/Acknowledgement of Country.



Teachable Moments: Educator Strategies to assist Children in need of Behaviour Support	
Strategy	Example
Never ignore a behaviour that needs addressing.	This means a behaviour that is causing “harm”. Note: If no-one is getting hurt/in danger of getting hurt, it is healthy for children to release feelings & practise resolving conflict.
If unsure ask for help.	Talk to a more experienced educator.
Be reflective and responsive and look to “why” the behaviour is happening and refer to Phoenix cups.	Consider the child’s age/developmental stage/abilities, environmental factors, temperament, supervision levels, transitions underway, resources available.
Never use time-out/anger/shaming/lecturing to communicate with children. Instead, encourage empathy and understanding.	Acknowledging hurt feelings and the consequences of the child’s action is a much better approach than “time out”. Even young children can learn that their actions have made someone sad/frustrated (use of emotional literacy). Building empathy will lead to the child feeling responsible for their actions and in their own time and way, will be able to offer an apology.
Try to distract/diffuse a situation and provide choices to develop agency.	A child does not want to sit down, you could say “Who would you like to sit next to?”
Use a calm manner to indicate expectations – present as a choice wherever possible.	“You can stay in the sandpit and play safely, or you can ride a bike.”
Positively guide situations and use the “Say what you see, ask the question” method, giving them an “out”.	“I can see you want to throw sand. That might hurt. Can I show you balls to throw safely?”
If harmful behaviour is not caught in time, calmly remind the child of the limits.	“You want that toy, but it is not OK to hit” or model “Can I please have a turn?”
Use positive guiding sentences.	Instead of “Stop running”, say “Stop please. We need to walk inside.” A “Stop” hand signal visualises the message.
Use respectful language, explaining why the behaviour was not helpful and encouraging empathy and understanding.	“It’s OK to run outside. Inside there are games on the floor inside and you could trip and hurt someone.”
Be clear about consequences of harmful behaviour and follow through with consequences.	Consequences may be to clean up or take self-regulation time away from play to reflect with an educator. See below.
If a child acts in a way that may harm themselves or hurt others (hitting, throwing toys, climbing fence), consider re-directing the child from the area. (A last resort).	Calmly and gently move the child away, allowing them space to calm down (self-regulation time). Let them know what was “not OK”. Allow them to come up with their own alternatives and reassure them you are there to help if they need it.
Help the child back into play.	Ask the child what activity they’d like to return to.
If a child is extremely distressed, consider gently holding the child close.	This is only appropriate if the child is very distressed and the child and educator are not in danger of injury.
Restore a positive relationship with the child.	Later in the day, comment on a positive behaviour. For every 1 negative, try to do 5 positives.



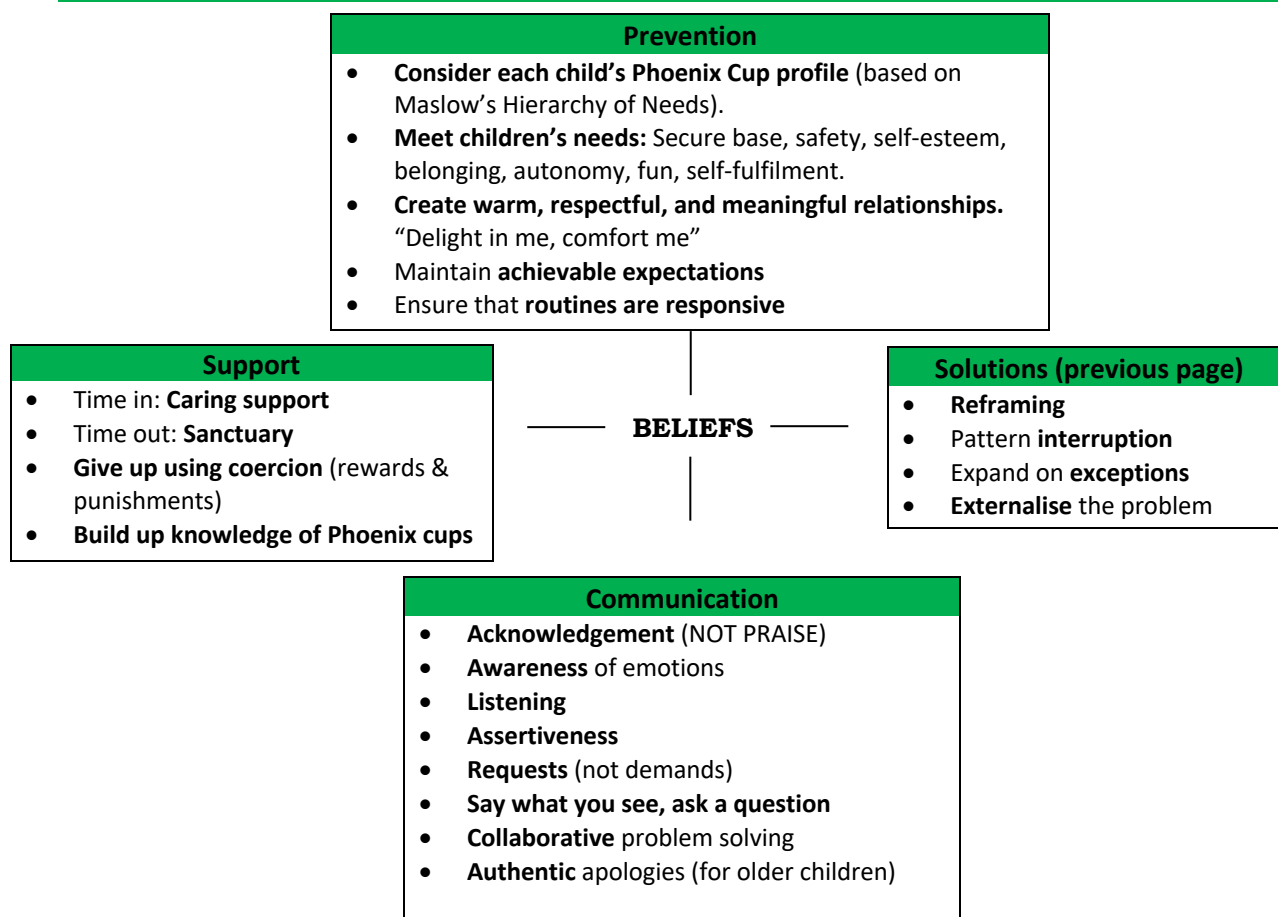
The Theory behind the Heritage Approach to Supporting Children's Behaviour

Heritage is inspired by the 'guidance approach' developed by [Dr Louise Porter \(2006\)](#), where educators teach children how to **be considerate of others** and to think about the effects of their actions on others, rather than punishing them. Research has shown this style of discipline produces children who are more cooperative, self-controlled, self-confident, independent and social. The 'Guidance' approach involves developing in children:

- A sense of **helpful and unhelpful behaviour** so even without supervision, they act considerately.
- The ability to **manage their emotions** so that their outbursts do not disturb those around them and, more importantly, so that they themselves learn to cope with setbacks in life.
- The ability to **co-operate** so that they all can have their needs met.
- **A sense of potency/agency** – that is, a sense that they can make a difference to themselves and their world and can act on their values.

This approach ensures there are no damaging effects on the relationships between the child and adult and helps children to co-operate with others rather than motivating them through rewards and punishments.

Elements of the Heritage Guidance Approach



Refer to: Behaviour Guidance Policy and Procedures



Quality Supervision of Children

All our educators are required to position themselves so they can **see and hear all areas** available to the children and **be actively supervising and engaging** with the children at all times **to respond to their individual needs and deepen their learning**. Educators **must be able to respond immediately when a child is distressed or to hazards** that may emerge during play. Specifically:

- Comply with legislated educator-to-child ratios at all times.
- Be responsive to the number, age and abilities of each child in the group.
- Being aware of children with medical conditions and looking for signs and symptoms of illness.
- Effectively communicate with other educators when moving between areas.
- Be aware of the physical environment (weather, time of day, resources in play areas etc).
- Employ flexible supervision strategies and risk-benefit assessments to meet individual needs.
 - Where safe to do so, it is important to allow children to undertake independent exploration and make decisions about their play in order to develop confidence.
 - If children are participating in low-risk activities, focus on engaging with children.
 - **Activities that involve higher risk, such as travelling on transport, walking near roads or in a carpark, water play, outdoor sleep and rest, require constant [active](#) vigilant supervision.**

AT NO TIME WILL ANY CHILD BE LEFT UNSUPERVISED

Lack of adequate supervision leads to:

- Accidents and injuries.
- A breach of Heritage's licensing requirements.
- A breach of the Heritage Supervision Policy.
- A breach of your duty of care and your job description as an educator.
- Unsettled parents who lose confidence in the service.

NOTE: It is not acceptable to be sitting having a personal conversation with another educator.

PLEASE KEEP PERSONAL CONVERSATIONS TO YOUR OWN TIME

Water Safety

According to Kidsafe:

- Drowning is the leading cause of death for children aged 1-4 years in Australia. The relative risk of drowning for children 0-4 years of age is six times that of children aged 5-14 years of age.
- **Drowning is preventable.** Most drowning occurs in backyard swimming pools however nappy buckets, water containers, sinks, toilets, pet water bowls and poor drainage which allows water to collect, are also recognized as hazardous for young children.
- **A child can drown silently in as little as a 5cm of water in less than 2 minutes** and non-fatal drowning incidents may cause brain damage and disability.

Heritage is guided by the [Keep Watch education program](#) of the Royal Life Saving Society Australia.

- Educators are required to employ **constant vigilant supervision** when children are near any



body of water and **must position themselves in close proximity to the children (at least a safe rescue distance) at all times.**

- Educators **may not leave their supervision positions** unless replaced by another educator/competent adult, including on excursions and regular outings.

Sleep and Rest

- The resting procedures at Heritage are based on the recommendations from [Red Nose Australia](#), the national authority on safe sleep. (**Refer to:** Summary of Procedures in Appendix).
- The environment must be set up safely according to the procedures and children appropriately dressed appropriately with no hoods or chords on clothing and their head and face uncovered.
- Any hazards identified in the resting or sleeping environment must be reported to the Responsible Person in Charge immediately.
- Babies/children must be **physically checked every 10 minutes** including their breathing, lip and skin colour.
- Children's individual sleep, rest and relaxation needs/preferences will be met through respectful collaboration with families. Where a family's beliefs or requests are in conflict with the Red Nose Australia guidelines, the procedure in the Sleep and Rest Policy is followed.
- Where necessary, families will be respectfully reminded that children can neither be forced to sleep nor prevented from sleeping.
- Where the family utilises comforters, dummies, or security blankets, they are utilised safely in accordance with the Sleep and Rest Policy.
- Where Toddlers/Preschoolers rest on beds in the garden or in the tent, or at base camp on country, educators must employ constant vigilant supervision of the children and environment including shading, UV, temperature, air quality and hazards such as wildlife.
- Where babies fall asleep in pushers on walks, they must be constantly supervised and placed in a cot immediately on returning to the service.
- Where babies fall asleep in the large outdoor swing under the tree, educators must provide constant vigilant supervision and ensure the baby/child is resting on their back in the centre of the swing with their head and face uncovered and never leave the child unattended.

HERITAGE CANNOT ACCEPT THE RISK AND CONSEQUENCES OF UNSAFE SLEEP PRACTICES

Professional Relationships

Honesty and Integrity

The quality of education given to children and families enrolled at Heritage depends on each educator's integrity and honesty. **Refer to:** Code of Conduct/Ethics. Please see honesty as part of your duty in your working relationships. Educators are in a position of trust and while educating and caring for other people's children, must speak the truth to each other and the Director.

ALWAYS BE HONEST, COURTEOUS AND PLEASANT



Confidentiality

As you are working in close contact with young children, you are in a position to learn personal facts about them and their families. Your position of responsibility as an early childhood education and care professional requires that you treat this information as confidential. **Refer to:** Privacy and Confidentiality Policy.

If you feel there is a particular problem or issue concerning a child, please see your Room Leader or Director so they may handle the situation. It is the responsibility of the Heritage Director and Room Leaders to discuss such issues with families according to the Heritage policies and procedures. **No employee may solicit, encourage or act in such a way that suggests families remove their children from Heritage.**

KEEP ALL INFORMATION ABOUT HERITAGE CHILDREN AND FAMILIES CONFIDENTIAL

Authorisations

No employee may speak or write on behalf of Heritage Early Childhood Centre without prior approval in writing from the Heritage Director. All correspondence, information for families etc. must be checked by the Room Leader or authorised and signed by the Heritage Director before it is given out, including incident and accident forms.

Educator Relationships

- It is important that staff relationships are of the highest integrity, so educators and management can operate under the best possible conditions. Where this is not the case, the consequences can be very distressing.
- It only takes one educator to cause a disruptive atmosphere throughout the whole service by their negative mood or poor work performance, which in turn distresses the children.

Heritage expects all staff to be respectful, open and cheerful towards each other, completing their tasks with speed and accuracy.

Possible disruptive actions include:

- **Uncompleted or slap-dash duties** - causing an extra burden on other educators.
- **Unprofessional behaviour support of the children** - please do not intervene if another educator is correcting a child. Discuss any concerns with the Room Leader/ Director.
- **Allowing private problems to encroach into the workplace** - children soon pick up an unhappy mood and react accordingly. Other educators feel threatened by moodiness, as it is difficult to determine the cause of the "mood". Please leave personal problems at home.
- **Adverse comments** or innuendo made about other educators - this makes for very poor staff relations. ***If you can't say it to a person's face, don't say it at all.***
- **Talking about politics, religion, human rights issues or canvassing for causes** - such issues are personal, subjective and create strong emotions which can make other educators and families uncomfortable, lead to conflict or distract educators from their job. Heritage is a diverse community, and we ask that educators leave such discussions/actions to outside work hours, away from the premises, and be mindful of their responsibilities and the Code of Conduct.



- **The Heritage Director must be made aware of any educator relationship problems** so they can then be handled in a professionally, according to the Heritage policies and procedures.

It is expected that Heritage will not be used as a political, religious or human rights platform and that while in Heritage uniform, educators will not discuss such issues.

Relief Educator Relationships

Relief educators are employed to make up the educator-to-child ratio when a permanent educator is away and are essential to the successful operation of Heritage. Relief educators require **friendly and helpful permanent educators to show them** the way things are done at Heritage.

As their work is not regular, they may be unsure of what is expected of them and it may take them time to become used to the program, rhymes of the room and names of the children. Therefore, the Director and senior educators will give on-the-job training and any assistance necessary to allow them to settle into Heritage quickly.

All educators must play a role in supporting relief educators to ensure our high-quality standard of education and care is maintained for all children and families enrolled at Heritage.

Family Relationships

- This is an **EXTREMELY SENSITIVE AREA** and requires professionalism, integrity and discretion by all our educators. **Refer to:** Heritage Code of Conduct/Ethics.
- There are many and varied difficult situations which may arise when talking with families.
- **ALL conversations about issues concerning a child or a child's behaviour must be conducted in the presence of the Room Leader or Director** and according to policies and procedures.
- Please ensure you establish good relations with each child's family and be polite at all times.
- **Keep conversations brief** as your attention should only be taken away from the children in your care for a minimum amount of time so that supervision is maintained, and the level of education and care given to the children remains of the highest quality.

Visitor Relationships

- Educators must always respect visitors who come through the premises and refer them to the Director (or Responsible Person in Charge as indicated on the Office Door) who must ensure they sign the Visitors' book.
- **Please direct parents who enquire about paying fees to the Director in the office.**
- Remember - some visitors come in an Inspector role from the ACT government. They will be looking to see how well you accomplish your task of educating and caring for the children. If this occurs, please relax and keep performing your normal high standard of work.
- Please keep in mind this may affect our **quality rating**.

ALWAYS BE POLITE TO VISITORS AND REFER THEM TO HERITAGE DIRECTOR



Social Media

Educators and families must abide by our social media guidelines and are not permitted to upload posts relating to other members of our community that:

- Are abusive, bullying, harassing, defaming or give offence.
- Contain personal and/or cultural attacks or insults.
- Are potentially libellous or defamatory.
- Contain photos of Heritage children without the permission from the child's parent/guardian.

Educators are asked not to friend parents on Facebook as it becomes difficult to maintain a professional relationship.

Health and Safety

Accidents, Illness, Trauma and Emergencies

Heritage has a duty of care to take every reasonable precaution to ensure no employee or child on the premises is exposed to unnecessary hazards. Every educator must ensure the premises and equipment are tidy, clean, and safe and procedures are in place for reducing risks and for dealing with hazards, accidents, illness, trauma and emergencies. **Refer to: Policy Summaries in Appendix.**

Smoking, Illegal Drugs and Alcohol

Cigarettes, illegal drugs and alcohol are NOT permitted to be brought on to the premises by educators. Failure to comply will, depending on circumstances, lead to dismissal as:

- ANU is smoke free, and it is a legal requirement that smoking, drugs and alcohol are not present in an early childhood education and care environment.
- They are all health hazards for the consumer as well as those around them.
- Dangerous products are a risk to the wellbeing of the children.
- Being under the "influence" of alcohol or drugs, leads to inadequate supervision and attention being paid to the wellbeing of the children.
- They are offensive to other educators, children and the entire Heritage community.
- Smoking may increase the risk of asthma attacks and breathing difficulties in members of the Heritage community.

Prescription Medications

- Educators who require **prescription medications** must ensure their use does not adversely affect their capacity to provide education and care to children, and they are safely stored and inaccessible to children.

Personal Hygiene

For the comfort of our community, please ensure your personal hygiene is of the highest standard:

- Have a daily shower/bath, clean hair, clean clothes and use deodorant within moderation.
- Brush your teeth after you have strong smelling food such as garlic for lunch.
- Please be mindful that overuse of deodorants or perfumes can cause headaches and discomfort to other people.



Standards of Dress

Heritage Early Childhood Centre polo shirts/tops are available for all staff to wear. In addition:

- All clothing worn in Heritage must be non-provocative - revealing tops, skimpy shorts/skirts, sun dresses without straps or any clothing unsuitable for work.
- Clothing must not be so short as to prohibit an educator from bending over to assist a child or move equipment.
- Good grooming must be in evidence - please keep your hair clean, well cut and ensure long hair is tied back; nails must be short, clean and no artificial fingernails.

Footwear

- Footwear must be functional and not likely to cause accidents.
- Thongs, slippers, Ugg boots, crocs and bare feet are deemed unprofessional and not permitted.
- In addition, please do not wear very high heeled shoes or stilettos as they are not safe for an early childhood education and care environment.

UV/Sun Protection

Heritage is a **SunSmart Accredited** service, and our educators have a duty of care regarding occupational Ultra-violet Radiation (UVR) exposure and are required to act as role models for the children by demonstrating SunSmart behaviour. You must:

- **Wear an appropriate SunSmart hat and clothing** when outdoors. This means a:
 - Bucket hat with a deep crown and brim size of at least 6cm OR a broad brimmed hat with a brim size of at least 7.5cm.
 - A Heritage polo shirt OR dress with collar or high neck and sleeves
 - Trousers, longer shorts or skirts made from closely woven material.
- **Apply SPF30+ broad-spectrum, water resistant, sunscreen**, before going outdoors, (where practicable, 15-20 minutes before sun exposure) except during June and July.
 - If you have an allergy to sunscreen, you must wear long sleeved shirt and pants.
 - Educators with naturally very dark skin may opt not to wear sunscreen - however are advised to speak to their G.P. and hats and sunglasses should still be worn.
- **Consider wearing wrap-around sunglasses** that meet Australian Standard 1067, are close fitting, wrap around and cover as much of the eye area as possible and are preferably marked eye protection factor (EPF) 10.
- **Understand the importance of checking your skin** for changes and see your G.P. if concerned.

Pregnant Educators

All educators who are planning to become, or who are, pregnant are asked to **talk to their GP** and inform them that they are in regular contact with children and discuss how they can minimise the risks of contracting the following infections in the workplace.

- **Rubella:** Can cause birth defects. Immunity can be tested with a blood test.
- **Cytomegalovirus (CMV):** May be contracted from nappy changing routines. May affect the unborn child. Low risk if the mother has had CMV before. Blood test can test immunity. Immunisation available from G.P.
- **Toxoplasmosis:** Can lead to congenital abnormalities. It is contracted by contact with cat faeces or eating poorly cooked meat.



- **Chicken Pox:** Most adults have had chicken pox or can be immunised. Pregnant women exposed to chicken pox in early pregnancy should contact their doctor. An injection of antibodies can be given if exposed.
- **Erythema Infectiosum:** Commonly known as Slapped Cheek, can cause miscarriage or still births in a small percentage of women. Malformations do not appear to occur in babies who survive this infection in the mother.

Pregnant educators must take extra care:

- When changing nappies during their pregnancy and wear PPE (gloves, apron, face mask).
- During manual handling of objects and children and ask for assistance.
- Provide evidence from their doctor if they have a heightened risk of CMV (via a blood/serology test) and if so:
 - Be double-gloved when coming in to contact with any body fluids, including saliva
 - Not change nappies.

Personal Phone Calls

- Your mobile phone must be **turned off and stored in your locker** during work hours.
- Watches that receive calls/messages must be put on "aeroplane mode" during work hours.
- Room Leaders may have their mobile phones on their person and turn them on during an emergency. **Refer to:** Emergency Procedures.
- **Personal phone calls by educators must be limited to lunch breaks** except in emergencies.

We are proud of the many world cultures represented at Heritage however we do ask that all educators speak English when using their phone on the premises or remove themselves from the staff room where no other employees have to listen to their phone call.

Good Employer Practice

Heritage has an **Employment and Recruitment Policy** that reflects the *Fair Work Act 2009*, *Work Health and Safety Act 2011*, *Children's Services Award 2010*, *Educational Services (Teachers) Award 2010* and the United Voice and Heritage Big Steps Enterprise Agreement. The policy contains provisions for the fair and proper treatment of employees and ensures Heritage provides:

- A healthy and safe environment for all employees. **Refer to:** Work Health and Safety Policy.
- A thorough induction process for new educators and other staff.
- Equal employment opportunities for educators.
- A fair selection process where Heritage will select staff without prejudice to their gender, race, socio-economic status, marital status etc. Suitably qualified persons of good character will be selected impartially, i.e., the best person for the position will be chosen.
- Professional development opportunities for all educators and personal and professional support as needed.
- Paid leave entitlements to permanent employees each year and relief educators employed to cover the absence of permanent educators.
- Opportunities for educators to meet and network with other education and care professionals.



- Guidelines on handling complaints and grievances between members of the Heritage community in a professional manner, according to the relevant Heritage policies. **Refer to:** Complaints and Grievance Management Policies (Staff and Non-Staff); Non-Compliance Policy.; Staff Misconduct and Underperformance Policy; Reportable Conduct Policy.

Staff Wellbeing

Heritage recognises that educators to engage in many mentally demanding situations during the course of their working day and that they may feel challenged, stressed, upset, worried or burnt out. We understand that looking after mental health is just as important as looking after physical health and are committed to promoting your physical and mental wellbeing. Management will:

- Ensure adequate rest, meal and first aid facilities for all employees.
- Provides educators with factsheets and advice on looking after their mental health.
- Encourage educators to become familiar with the [“Be You” resources](#) and to make a **Wellbeing Plan** to assist you to be prepared for unexpected periods of difficulty and to know what to do.

List of Appendices

- Heritage Privacy Statement
- Heritage Floor Plan and Emergency Evacuation and Lockdown Procedures
- Heritage Emergency Management Plan and Procedures
- Summary of Hygiene and Infection Control Procedures
- Summary of Food Safety and Infant Bottle-Feeding Procedures
- Summary of Illness and Infectious Diseases Procedures
- Summary of Child Protection Procedures
- Summary of Safe Sleep and Rest Procedures
- National Child Safe Organisation Principles Chart
- Staff Complaints and Grievance Management Procedure
- Table of Heritage Professional Standards
- The Heritage Code of Conduct/Ethics and Acknowledgement of Agreement of Terms



The Heritage Privacy Statement

Heritage recognises its responsibility to uphold the [Australian Privacy Principles](#) and *Education and Care National Law and Regulations 2011*, including [Regulation 181](#) - Confidentiality of Records, and takes the privacy of its staff, families and enrolled children seriously. Our Privacy and Confidentiality Policy details how we collect, hold, use, disclose and provide access to personal information, including health information. We take all practicable steps to ensure that the details we retain about our families and educators are accurate, up to date and held securely. If we collect health information, our procedures are subject to the [Health Records \(Privacy and Access\) Act 1997](#).

The reasons for which we collect personal information:

- Meet our legal obligations.
- Allow us to carry out our duty of care including health and safety considerations.
- Provide the best possible education and care for each enrolled child.
- Ensure the welfare of educators and all other staff and supervised students.
- Manage the service and meet its' obligations under the service Constitution.
- Meet insurance requirements and facilitate day-to-day administration and delivery of the service.
- Correspond with parents/guardians relating to their child's day to day activities.
- For use in emergencies.
- Gain payments from Government agencies such as Child Care Subsidy.
- Enable communication between the Committee, employees and enrolled families.
- Assess job applicants, contractors, employees, volunteers or students and administer their employment, contracts or placements.
- Continuously monitor the quality of the service.
- Create newsletters, displays in rooms and promotional material including on our website.

Some personal/health information held about an individual may be disclosed to:

- Government departments or agencies, as part of our legal and funding obligations.
- Local government authorities, for planning purposes.
- Organisations providing services related to employee entitlements and employment.
- Insurance providers, in relation to specific claims or for obtaining cover.
- Law enforcement agencies.
- Health organisations and/or families in circumstances where the person requires urgent medical assistance and is incapable of giving permission.
- Anyone to whom the individual authorises us to disclose information.

Laws that require us to collect specific information

The Education and Care Services National Law Act 2010 and the *Education and Care Services National Regulations 2011*, *Associations Incorporation Act 1991* (ACT) and employment-related laws and agreements require us to collect specific information about individuals. Failure to provide the required information could affect a child's enrolment at the service, a person's employment with the service or the ability to function as an Incorporated Association.

Access to information

- Individuals about whom we hold personal information, including health information, are able to access this information promptly in accordance with applicable legislation.
- Any member of the Heritage community may seek access to view or update their own or their child's personal or health information at any time contacting the Director (or the Secretary of the Management Committee).

Complaints Procedure

- Individuals may make a complaint to the Director if they believe there has been a breach of their privacy. The breach will be assessed within 14 days. Where the information collected is incorrect, the information will be corrected. Where a serious breach of privacy is found, appropriate actions will be negotiated with the individual to resolve the situation, in line with the Complaints and Grievance Management Policy and Procedures.
- If individuals are not satisfied with the response, they are able to [lodge a complaint with the Office of the Australian Information Commissioner](#).

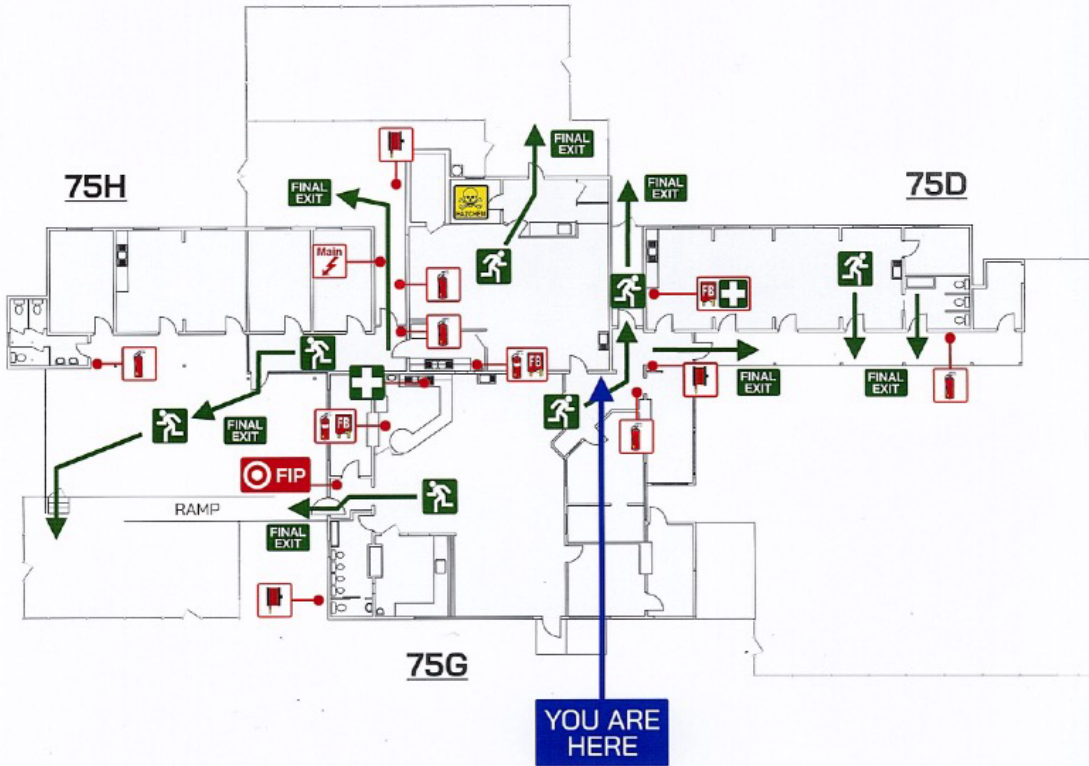
EVACUATION DIAGRAM

BUILDING 75 D, G & H - LENNOX CROSSING, ACTON, ACT 2601

NEAREST CROSSROAD: LAWSON CRESCENT



V2.0 PUBLISHED: 27th MARCH 2024 REVIEW: MARCH 2028



LEGEND

- | | |
|-------------------------|---------------------------------------|
| DCP FIRE EXTINGUISHER | FIP FIRE INDICATOR PANEL |
| WATER FIRE EXTINGUISHER | MCP MANUAL CALL POINT RED BREAK GLASS |
| FIRE HOSE REEL | MAIN ELECTRICAL SWITCHBOARD |
| FIRE BLANKET | HAZARDOUS CHEMICAL STORE |
| AED DEFIBRILLATOR | EGRESS ROUTE |
| FIRST AID KIT | ASSEMBLY AREA |



NEAREST AED LOCATED IN BUILDING 75F AT SOUTHERN ENTRY

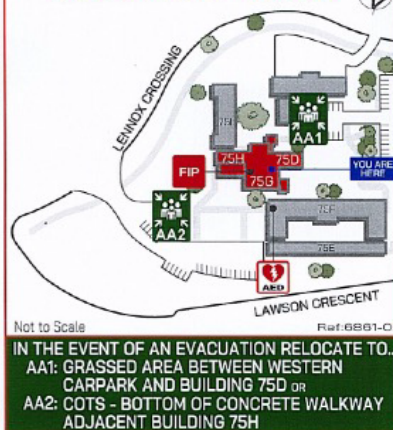
FOR ALL EMERGENCY SERVICES **Dial 000** FOR ALL EMERGENCIES CONTACT SECURITY **Dial 52249**

EMERGENCY PROCEDURES

- R** REMOVE people from the immediate danger.
- A** ALERT all people nearby. RAISE AN ALARM - DIAL 000
- C** CONFINE the Smoke and Fire, close windows and doors.
- E** EXTINGUISH the fire if trained and safe to do so. EVACUATE the building.

ANU Security 6125 2249 (X52249)
Then press 1 for emergency priority

ASSEMBLY AREA





Heritage Emergency Evacuation Procedure

DO NOT

- Take personal items
- Allow re-entry into the building until the “All Clear” is given
- Put yourself at risk.

Assembly Points:

Babies:	Rear Deck car park (near the Thrive Garden)
Toddlers/Preschoolers:	Carpark behind Preschool Room

Alternate Assembly Point 2:	Grassy area at University House/Cellar area
Alternate Assembly Point 3:	National Museum Main Entrance

Command Point:	Main Office or Heritage mobile phone 0434 435 101
Emergency Contact Numbers	Emergency services: 0-000 (or 000 ext. phone) ANU Security: 52249 (or 6125 2249 ext. ph.)

Operation of Fire Extinguishers (PASS):

- **Pull** the pin to break seal. Test extinguisher
- **Aim** low, at the base of the fire
- **Squeeze** the handle
- **Sweep** from side to side

If a staff member discovers a fire/other emergency requiring evacuation, they must calmly:

- Raise the alarm by blowing a whistle loudly or breaking the glass of the fire alarm with hammer.
- Report it immediately to the Chief Warden (Director or Person in Charge)

Responsibilities of Chief Warden (Director or Person in Charge)

- Wear the white helmet, collect mobile phone and assume control
- Activate the manual alarm if required
- In case of fire, move persons in immediate vicinity to safety
- Calmly call emergency services if required - **If smell smoke, call Fire Brigade and ask for a backup truck to be sent** (otherwise will get check out team only).
- Call **ANU Security (52249 or 6125 2249)** and inform them of the situation at **Lennox House, D, G and H BLOCK**, and if emergency services have been called.
- Inform all Room Leaders of the reason for the evacuation and location of the emergency
- **Collect emergency contact details from the office**
- **Collect emergency first aid kit and children’s allergy and asthma medication from the office**
- Select an Assembly Point that is far enough away from building to be safe
- Co-ordinate a safe, calm evacuation of all persons from Heritage
- Direct staff to close doors in the case of fire/smoke – **do not lock doors**



- Instruct persons to crawl on the ground if there is smoke
- In the case of **sleep time evacuation, assign staff to areas of most need**
- Wait at the Assembly Point to direct the fire brigade/emergency services
- Assign staff to prevent anyone entering the building and **inform neighbouring buildings** of danger
- **Collect reports from Room Leaders** and ensure everyone is accounted for
- In case of fire, use hose reel or extinguisher to fight fire, **only if it is safe to do so**
- Brief the emergency services on the nature, scope and location of the emergency
- Liaise with emergency services to decide the most appropriate action to take following the evacuation, eg, return to the building/arrange for children to be collected.
- If able to return to the building, calmly walk back to the service following the safety procedures, recheck all children have returned and discuss, as developmentally appropriate, the emergency.
- Consider counselling services for anyone affected by the emergency.
- Notify the ACT Regulatory Authority and other authorities as required.

Responsibilities of Nursery Room Leader (or Person in Charge)

- Determine the **safest departure point** from the room/playground. All rooms have at least three exit doors – choose the one **furthest from the emergency**
- Locate and direct all staff and children to evacuate through this exit
- Be aware of mobility/sight/hearing impaired persons or those who may have breathing difficulties.
- Instruct staff to put all non-walking babies into an evacuation cot
- Assign at least two staff members to move the evacuation cots
- Do a quick headcount
- Calmly walk, push or carry babies to the assembly point
- Search or assign staff to search all areas in section (including playground, veranda, adjoining rooms, toilets, staff room, storage room, cot rooms)
- Collect emergency provisions bag, attendance book or Room Leaders' mobile phone so they can check attendances via QikKids Kiosk sign in and out program.
- Collect **medication book and individual medications brought in for the day**
- Close doors in the case of fire
- If **sleep time evacuation**, place sleepers/non-walkers in evacuation cots and evacuate via ramp
- Advise the Director when the area has been evacuated
- Report to the Director if all Nursery persons have been accounted for
- Remain in control until 'All Clear' signal is given by Emergency Officer/Chief Warden
- Once outside, do not allow children to leave the care of educators unless directed by the Director.
- In case of fire, use hose reel or extinguisher to fight fire, **only if it is safe to do so**

**Responsibilities of Preschool & Toddler Room Leaders (or Persons in Charge)**

- Determine the **safest departure point** from the room/playground. All rooms have at least three exit doors – choose the one **furthest from the emergency**.
- Locate and direct all staff and children to evacuate through this exit.
- Be aware of mobility/sight/hearing impaired persons or those who may suffer breathing difficulties.
- Calmly walk or carry children to the safest Assembly Point.
- Search/assign staff to search all areas in section (including playground, veranda, adjoining rooms, toilets, staff room, storage room, cot rooms).
- Collect the attendance record or mobile phone that can connect with the Attendance Kiosk and the emergency provisions bag.
- **Collect medication form and individual medications brought in for the day.**
- Close doors in the case of fire/smoke – **do not lock doors**.
- In the case of **sleep time evacuation**, wake children as calmly as possible and evacuate without dressing or putting on shoes. If possible, shoes are to be gathered and taken by staff.
- Advise the Chief Warden that the area has been evacuated.
- Report to the Chief Warden if all persons have been accounted for.
- Once outside, do not allow children to leave the care of staff unless directed to by Chief Warden.
- Remain in control until 'All Clear' signal given by Emergency Officer/Chief Warden.
- Use hose reel or extinguisher to fight fire, **only if it is safe to do so**.

Responsibilities of all other Staff

- Calmly help with evacuating children from section.
- Extra/floating staff are to help with the evacuation of babies from the Nursery.
- Assemble at the assembly point and check children's attendance against attendance record.
- Inform Director of any children still inside building.
- Remain at the assembly point until further notice from the Director/emergency services.
- Use hose reel or extinguisher to fight fire, **only if it is safe to do so**.



Heritage Emergency Lockdown of Building Procedures

DO

- Remain or proceed indoors to Safety Areas in room groups, away from external doors and windows
- Lock all doors and windows
- Shut window blinds and turn off lights

DO NOT

- Re-open doors until all clear is given
- Go to assist staff or children who are under threat

Safety Areas:

Babies

Nappy Change Area

Toddlers

Kitchen Area

Preschoolers

Bathroom Area

Office Staff

Toddlers Kitchen Area

If Lockdown Areas are not safe:

Educators must use their discretion and take children to the closest secured room/area with the **least visibility** from outside; if possible, in the opposite direction to the perceived threat.

Command Point:

Heritage emergency mobile phone 0434 435 101

Emergency Contact Numbers

Emergency Services: 0-000 (or 000 ext. phone)

ANU Security: 52249 (or 6125 2249 ext. ph.)

Reasons for an Emergency Lockdown:

- A severe storm. A dangerous or armed person in the grounds or on premises. A hazardous chemical outside the building, etc.

If an educator discovers an emergency requiring lockdown, they must calmly:

- Report it immediately to the Director.

Responsibilities of Director (or Responsible Person in Charge)

- Wear the white helmet, collect emergency mobile phone and assume control.
- Inform/assign staff to direct all Room Leaders of the reason and location of the emergency.
- Direct educators to **ensure all children are indoors and educators lock doors behind them.**
- Director to collect **emergency first aid kit and children's allergy and asthma medication box.**
- Ensure children move safely and calmly to Safety Areas in each room.
- Call Emergency Services (000) if required, advising them of the emergency and location of children.
- Call **ANU Security 52249 or 6125 2249** (extension phone) and advise them of the situation at **Lennox House – D, G and H BLOCK** - and that emergency services have been called. (No other phone calls must be made).
- Ensure educators **turn off air conditioning, exhaust fans and lights.**



- Hang signs on external doors to indicate a Lockdown is in process.
- Collect attendance records or Room Leader's mobile phone to check attendances via QikKids.
- Kiosk sign in and out program, **if safe to do so**, and ensure everyone is accounted for.
- Brief the Emergency Services on the nature, scope and location of the emergency.
- Listen to emergency service broadcasts if appropriate.
- Confirm with Emergency Service personnel that it is safe to de-activate lockdown and give the 'All Clear' signal when appropriate to staff.
- Liaise with Emergency Services to decide the most appropriate action to take following the lockdown, eg, arrange for children to be collected.
- Determine if there is any specific information staff, children and visitors need to know (e.g. areas of the facility to avoid or parent reunification process).
- Ensure any children, staff or visitors with medical or other needs are supported.
- Notify parents by email or text as soon as possible after the lockdown has ended.
- Complete Lockdown Report.
- Undertake debrief to review lockdown and any procedural changes that may be required.
- Follow up with any children, staff or visitors who need support.
- Notify the ACT Regulatory Authority and other authorities as required.

Responsibilities of Room Leaders (or Persons in Charge)

- On hearing Lockdown instructions, alert staff in vicinity.
- **Switch on mobile phones.**
- Direct all educators and children to move to Safety Area or, if unsafe, to another secure area with low visibility from outside and, if possible, in the opposite direction to the threat.
- If children are sleeping, ensure educators wake children as calmly as possible and move them to the Safety Area without dressing or putting on shoes.
- Direct educators to **lock all doors and windows, shut blinds and turn off lights.**
- Direct educators **to turn off air conditioning and exhaust fans.**
- Collect the **Attendance Record or mobile phone that connects to QikKids, medication forms, children's medications brought in for the day and emergency provisions bag.**
- Assign educators to **search all areas for children** (playground, veranda, adjoining rooms, toilets, Staff Room, storage room, cot rooms etc), if safe to do so.
- Report to the Director if all persons have been accounted for.
- Remain in control until 'All Clear' signal given by Emergency Officer or Director.

Responsibilities of all other Educators and Staff

- Calmly help with moving children inside to Safety Areas.
- Extra/floating educators and staff must help where the need is greatest, such as the Nursery.
- Stay with children unless told otherwise..
- Check children's attendance..
- Actively supervise children and monitor children with medical conditions.
- Inform Room Leader/Director of any children still outside building.
- Remain in the Safety Area until further notice from Emergency Officer or Director.



Heritage Emergency Management Plan

Incident Management Team:

Chief Warden	Director (or Responsible Person in Charge if absent)
Deputy Chief Warden	Educational Leader (or Responsible Person in Charge if absent)
Wardens	Room Co-ordinator (or Responsible Person in Charge if absent)
First Aid Officer	Elected educator (changes annually)

Emergency Telephone Numbers:

Main Office:	6249 8851
Heritage Emergency Mobile Phone:	0434 435 101
Emergency Services:	0-000 (internal phone) 000 (external phone)
ANU Security:	52249 (internal phone) 6125 2249 (external phone)

Heritage Address:

Lennox House D, G and H BLOCK: 75 Lennox Crossing, Acton, ACT 0200
Ph: 0434 435 101 **Email:** info@heritageecc.com.au

Reasonable action to reduce threats may be taken by Heritage staff and educators, **but they must not put themselves at risk.** It is the responsibility of the emergency services to combat the threat and rescue any trapped persons.

Fire

- Remain calm. **Do not shout 'Fire'**
- Blow whistle once, loudly OR activate the manual alarm
- Move persons in immediate vicinity to safety
- Close doors – **do not lock them**
- Alert the Director or Responsible Person in Charge (Chief Warden)
- Director to calmly Call emergency services, if required - If smell smoke, call Fire Brigade and **ask for a backup truck to be sent** (otherwise will get check out team only).
- Director to calmly call ANU Security on 52249 or 6125 2249 and advise them of the situation at Lennox House – D, G and H BLOCK and if emergency services have been called
- **Fight fire ONLY IF IT CAN BE DONE SAFELY**
- Director to evacuate Heritage immediately, if required
- Director to liaise with fire service officers

Operation of Fire Extinguishers (PASS):

- **Pull** the pin to break seal. Test extinguisher
- **Aim** low, at the base of the fire
- **Squeeze** the handle
- **Sweep** from side to side



Catastrophic Fire Day

- Heritage will be closed when a catastrophic fire day has been declared in Canberra.
- Where the declaration comes late in the day, the Director will inform parents by bulk email/text and/or phone and ask them to collect children.
- A sign will be placed on the door explaining the reason for the closure.

Structural Damage to Building

- If the Director makes the decision to evacuate, follow the evacuation procedure.
- If evacuation is not necessary, gather the children in a safe area of the building.
- Director to call ANU Security (52249 or 6125 2249) to advise them of the situation at Lennox House – D, G and H BLOCK
- If severe damage to the building occurs, Director to call emergency services on 000.

Natural Disaster (Severe Storm, Flood or Earthquake)

In the case of severe storm, flood or earthquake, evacuation may be required.

Where evacuation is not required or possible, educators will:

- Remain calm and in control
- Where safe to do so, store or secure loose items external to the building such as furniture.
- Secure windows (close windows and blinds) and external doors. If necessary, tape windows and glass entrances.
- Protect valuables and disconnect electrical equipment – cover and/or move away from windows.
- **Follow lockdown procedure** and gather the children indoors to safety areas, in their groups and remain clear of all external doors and windows.
- Avoid using the landline and telephone except in an emergency (use mobile phone).
- Take attendance roll.
- Monitor children with medical conditions.
- Wait until natural disaster has passed.
- Assess need for evacuation such as fire, gas leak, structural damage caused by storm.
- Report the status of the safety of staff and children to the Director.
- Wait for instructions from Director.

If severe damage to the building occurs:

- Director to call emergency services or in the case of less severe damage, ANU security (52249 or 6125 2249)



Extreme Heat

- Utilise air-conditioning and additional fans when indoors as required.
- Offer children a drink of water frequently and offer babies cooled boiled water in addition to normal feeds.
- Avoid outside activities in the heat of the day (around 11am-3pm).
- Encourage children to seek shaded areas when outside.
- Limit access to un-shaded areas.
- Ensure children rest and do not over-exert themselves in the heat.
- Encourage water-play.
- Encourage families to send cold foods and avoid salty foods in lunch boxes.
- Be extra vigilant about food safety and encourage families to utilise a cool bag and ice brick for transporting food to the service.
- Encourage families to dress their child in appropriate clothing for hot weather.
- **Monitor children for heat-related stress** - tiredness, irritability, fewer wet nappies, nausea, headaches, vomiting, dizziness or faintness.
- If an adult or child presents with signs of heat-related stress/give them water and allow them to rest in a cool area.
- If their condition does not improve, or they show any signs of worsening, follow the First Aid Policy and Procedures.

Poor Air Quality (e.g. Bushfire smoke)

- Do not use evaporative cooling systems which draw air from outdoors.
- Air-conditioners utilised and switched to '**recycle**' or '**recirculate**' to reduce the amount of smoke entering the building.
- Children and educators must stay indoors, with windows and doors closed.
- Air purifiers may be utilised.
- Contact families to ensure medical management plans for children with known conditions are up to date and consider smoky conditions.
- **Monitor children for reactions to heavy smoke** include:
 - Itchy or burning eyes
 - Throat irritation
 - Runny nose
 - Coughing.
- If their condition does not improve, or they show any signs of worsening, follow the First Aid Policy and Procedures.
- Where wheezing, chest tightness or difficulty breathing is present, seek urgent medical attention



Burglary

- Gather children away from area
- Do not allow anyone to return to the area
- Alert Director
- Director to call police
- Director to call ANU Security on 52249 or 6125 2249 to advise them of the situation at Lennox House – D, G & H BLOCK - and that the police have been called.

Bomb Threat

Written bomb threat:

- Keep the letter, envelope and package
- Handle as little as possible
- Call the police
- Be aware of leaking fluid/powder/fumes

Telephone bomb threat:

- Remain calm
- Treat call as genuine
- Keep the caller on the line as long as possible
- Do not hang up even if caller does
- **Be sympathetic not aggressive**
- **Ask questions of the caller** and record responses on Bomb Threat Checklist, if possible:
 - When is bomb set to explode?
 - Why are you doing this?
 - What sort of bomb is it?
 - Who are you? Why are you doing this? Where are you?
- Record details of telephone call:
 - Time of call
 - Description of caller
 - Exact words of caller
 - Any background noises
- Advise Director
- Director to call emergency services, and if time, ANU Security on 52249 or 6125 2249 to advise them of the situation at Lennox House – D, G and H BLOCK - and that emergency services have been called
- Director to keep recipient of call isolated until emergency services arrive and ensure they complete AFP Phone Bomb Threat Checklist.
- Notify staff
- Begin searching the building, exit routes and congregation areas for suspicious items

**If any suspicious item is found:**

- Keep calm
- Do not touch it
- Notify Director
- Director to call emergency services, and if time, ANU Security, on 52249 or 6125 2249 to advise them of the situation at Lennox House – D, G and H BLOCK - and that emergency services have been called
- Director to evacuate immediately (may take personal items)
- Leave doors and windows open (to lessen any blast)
- Wait for instructions from emergency services

If a suspicious item is found and contaminated with powder

- Keep calm
- Do not touch it
- Notify Director
- **Director to call emergency services**, and if time, ANU Security, on 52249 or 6125 2249 to advise them of the situation at Lennox House – D, G and H BLOCK - and that emergency services have been called
- Director to ensure air-conditioning is turned off (ANU Security can organise this)
- Director to advise all wardens of situation
- Room Leaders to monitor all exits and **MAKE SURE NO-ONE LEAVES OR ENTERS THE BUILDING**
- Ensure suspicious item is contained - leave it and close doors. **Cordon off area**
- If anyone has touched the item, have them wash their hands and isolate themselves until emergency services arrive
- Follow instructions from emergency services

Armed Hold-up/Personal Threat/Hostage/Act of Terrorism

- Remain calm
- Do not put yourself at risk
- Do not agitate assailant/s by moving suddenly
- Do not set off alarms
- **Co-operate and do as they say**
- **Do not attempt to apprehend the assailant/s**
- If money is requested, hand it over
- Record as many details about the assailant/s and the incident as possible
- Alert the Director
- When it is safe, Director to call emergency services
- Director to call ANU Security on 52249 or 6125 2249 to advise them of the situation at Lennox House – D, G and H BLOCK - and that emergency services have been called

**In the case of hostage:**

- Director to evacuate or lockdown all or part of Heritage, if necessary
- Director to call emergency services
- Director to call ANU Security on 52249 or 6125 2249 to advise them of the situation at Lennox House – D, G and H BLOCK - and that Emergency services have been called
- Assemble those persons with knowledge of hostage/assailant
- Follow instructions from Emergency services

Aggressive People or Animals

- **Do not confront aggressive people or animals**
- Call for assistance
- Alert the Director
- Director to call Emergency services
- Director to call ANU Security on 52249 or 6125 2249 to advise them of the situation at Lennox House – D, G and H BLOCK - and that Emergency services have been called
- Ensure safety of children as best as possible
- **Follow evacuation procedure or lockdown procedure if required**
- Get a description if possible

Snake Sighting

Snakes can be extremely venomous and move with alarming speed if frightened.

- **Do not attempt to prod, poke or move the snake**
- Shout 'emergency' rather than 'snake' to alert staff.
- Alert the Director
- The Director to assign a member of staff to observe the snake until help arrives
- Take a description of the snake
- Director to call ANU Security on 52249 or 6125 2249, and Parks, Conservation and Lands Rangers for advice on 6207 2113 (Northside) or 6207 2087 (Southside)
- Director to evacuate persons to a safe area or to the assembly point if necessary
- The snake should be out of children's sight if possible
- If someone is bitten refer to First Aid Procedures on display

Dangerous Spider Sighting, e.g., Redback

- Alert the Director.
- **Area to be cordoned off** by staff.
- The Director to assign **a member of staff to spray the spider with insect spray** as per instructions on the canister.
- Leave for 1 hour then sweep away.
- If someone is bitten refer, to First Aid Procedures on display.



Unauthorised Person/Non-Custodial Parent Attempts to Take Child

Where an unauthorised person/parent threatens to **forcibly remove** the child from Heritage and/or **becomes violent** and there is concern for the safety of educators or children, then educators will:

- **Not put themselves in danger**
- Allow the child to go
- Alert the Director
- **Director to call police**
- Director to call ANU Security on 52249 or 6125 2249 to advise them of the situation at Lennox House – D, G and H BLOCK - and that the police have been called
- Take note of car and registration number if possible
- Contact the custodial parent
- Advise the Office of Children, Youth and Family Services - Children's Services Branch of what has happened.
- Make a written report of the incident noting time, date, names of people involved and a factual account of what happened.

Power Failures/Electrocution

- If there is a power overload or faulty electrical device, circuit breakers are located outside the nursery cot room door and in the main foyer.
- Alert the Director
- Director to call ANU Security on 52249 or 6125 2249 to advise them of the situation at Lennox House – D, G and H BLOCK
- Director to evacuate if there is a risk of fire.
- Director to send children home if necessary, eg, no power for a long time.
- If someone has suffered electrocution, refer to First Aid Procedures on display.

Water Main Break

- Chief Warden to call ANU Security on 52249 or 6125 2249 to advise them of the situation at Lennox House – D, G and H BLOCK
- **ANU Facilities and Services will shut off the valve at the primary control point** and inform Heritage of the approximate repair time.

Missing Child

- Staff to check register to determine which child is missing and alert Room Leader.
- Room Leader to ensure minimum educator-child ratio and safety of group, before leaving to alert Director.
- Available staff to check grounds and rooms to ensure the child has not hidden or been locked anywhere on Heritage premises.
- Secure every point of entry/exit.
- Director to contact parents to make them aware of the situation.
- If the child is found safe and well, update the parents. contacted and updated.



- If the child is found to be unwell/unconscious, apply emergency first aid procedure and update parents.
- **If the child is not found or if a door is found to have been left open, extend the search outside the premises. The Director to call ANU Security (52249 or 6125 2249) to advise them of the situation at Lennox House - G-BLOCK, and the police.**
- Searching to continue until child is found or authorities take charge of the process.

Missing Child On an excursion:

- Staff to double check register to determine which child is missing and alert senior educator co-ordinating the excursion, who must immediately alert Heritage Office.
- Heritage Office to inform child's parents/guardians (or an emergency contact if the parents/guardians cannot be contacted).
- Excursion co-ordinator to contact police and follow all instructions.
- Staff to lead the children to a safe meeting point and a group of adults must begin to search until the child is found or the appropriate authorities take over the process, ensuring adequate supervision for the group.
- Excursion co-ordinator to alert Site Manager if appropriate (eg at a Museum) to issue a missing child announcement
- Educators to follow any instructions from the police and other relevant authorities.

Abandoned Child

- Staff are to take action immediately after Heritage officially closes (currently 5.45 p.m.) or at any time if it is clear a child has been abandoned
- Staff will attempt to contact the parents by phone
- If unable to contact parents after 15 minutes, staff will attempt to contact the emergency contact
- **If unable to contact any parent or emergency contact after 30 minutes, staff must inform the Director who will contact the Police to help find the parents.**
- Contact Child and Youth Protection Services at the Office of Children, Youth and Family Support and ask that they contact the Family Work Team as the child is 'in need of care'.
Ph: 6207 1466
- Leave a note on the Heritage front door explaining the whereabouts of the child/ren.

Vehicle Accident in Car Park or on Excursion

- Remain calm and Direct the children away from the vehicle
- Calm and comfort children
- Call police if required
- If children or staff are injured, follow first aid procedures
- Contact the Heritage main office to inform them of the accident
- Director or staff at Heritage main office to contact parents

Death of a Child or Medical Emergencies

- Follow relevant first aid procedures.



Table of Baby Sleeping Procedures

Activity	Staff Procedures
Setting up Safe Sleeping Area	<ul style="list-style-type: none"> • Ensure babies only sleep and rest in cots (never in bassinets, hammocks or prams/strollers). • Set cots up as per policy, with a firm, properly fitting mattress, light layers of bed linen tucked firmly under mattress and clear of any potential dangers (broken parts, hanging cords, soft/bulky items etc.). • Ensure cots and bed linen are clean and fresh. • Ensure the environment is comfortable and relaxing (check temperature, ventilation, lighting and sound). • Before placing a baby in a cot, check safety of the cot and the environment. • Director/Nominated Supervisor to ensure cots are checked on a monthly basis by the Heritage Maintenance Person. • Any safety issues must be reported to the Director/Nominated Supervisor or Health and Safety Representative (HSR) immediately.
Safely Putting Babies to Sleep	<ul style="list-style-type: none"> • Ensure babies are placed on their backs to sleep and at the bottom end of cot as per this policy and Red Nose Australia recommendations. • Vary babies' head position, left or right, to avoid flat spots. • Adjust clothing and bedding to suit room temperature. • Provide comforters safety according to this policy: <ul style="list-style-type: none"> ◦ Dummies must not be re-inserted if they fall out during sleep. ◦ Security blankets must be removed once the baby is asleep. ◦ No soft bedding, fluffy toys, or bottles must be allowed in cots. • Assist babies to settle if required and when necessary, minimise any distress or discomfort. • Pull up and secure cot sides before leaving the room.
Safely Monitoring Babies Sleep	<ul style="list-style-type: none"> • Monitor sleeping babies at least every 10 minutes. • Check baby's breathing, skin colour, the safety of environment and ensure babies' faces and heads are uncovered. • On waking, lift babies from cot using safe lifting techniques, and take them back to the Nursery.
First Aid Procedures for a Child who is Not Breathing	<ul style="list-style-type: none"> • Call for help from a first aider/qualified educator • Call for an ambulance. • Qualified first aider/educator to attempt resuscitation. • Alert Director <ul style="list-style-type: none"> ◦ Contact parents/guardians immediately. ◦ Contact the ACT Regulatory Authority, CECA within 24 hours. • Director/Nominated Supervisor and any staff involved to write a comprehensive Incident Report.
Cleaning of Sleeping Area	<ul style="list-style-type: none"> • Check if bed linen requires changing. • Remake cot if linen is clean and same baby is going to use cot. • In the case where the cot is shared, i.e., different babies use same cot: <ul style="list-style-type: none"> ◦ Wipe cots with USEALL and mattresses with PERFORM between uses. ◦ Put clean bedding put on between uses. • Machine wash bed linen weekly or as required.



Table of Toddler & Preschool Resting Procedures

Activity	Staff Procedures
Setting up Safe and Comfortable Sleeping Area	<ul style="list-style-type: none"> Decrease energy in room after lunch and create a soothing atmosphere, e.g., calming music. Ensure the environment is comfortable and relaxing (check temperature, ventilation, lighting, and sound). Gently encourage children to assist with setting up the rest area or quiet activities and to make choices such as rest or sleep on a bed or reading and drawing. Set toddler beds up as per this policy with light, tight fitting, sheets and clear of any potential dangers. Set beds up with enough space between them for educators to walk around, and top to toe, to reduce the chance of children spreading germs when coughing/sneezing. Ensure all beds and linen are clean and fresh. Check beds safety daily before children are put to bed. Report any safety issues to the Director/Nominated Supervisor or Health and Safety Representative (HSR) immediately. Director/Nominated Supervisor to ensure beds are checked on a monthly basis by the Heritage Maintenance Person.
Safety Assisting Toddlers and Prechoolers to Rest	<ul style="list-style-type: none"> Ensure Toddlers and Preschoolers who have chosen a portable bed rest on their backs with their faces and head uncovered as per this policy and Red Nose recommendations. Note: If they roll during sleep, they are allowed to find their own sleeping position. Provide comforters including soft toys where required but ensure they are removed if the child falls asleep. Comfort unsettled children who have chosen to rest on a portable bed, respecting their wishes as to whether or not they want to be patted to sleep.
Safely Monitoring Rest and Sleep	<ul style="list-style-type: none"> Monitor sleeping children at least every 10 minutes. Check breathing, skin colour, safety of environment and that children's faces and heads are uncovered.
First Aid Procedure for a Child who is Not Breathing	<ul style="list-style-type: none"> Call for help from a qualified first aider/educator Call for an ambulance. Qualified First aider to attempt resuscitation. Alert Director <ul style="list-style-type: none"> Contact parents/guardians immediately Contact the ACT Regulatory Authority, CECA, within 24 hours. Director/Nominated Supervisor and any staff involved to write a comprehensive Incident Report.
Cleaning of Sleeping Area	<ul style="list-style-type: none"> Ensure each child is supplied with their own bed linen. Ensure clean linen is provided weekly or as required. Check that the bed and linen is clean. Remake bed if linen is clean. Machine wash bed linen weekly or as required. Wipe beds with USEALL and air dry them before putting on clean sheets. Wipe all sides and base of bed. Where a bed is shared, ensure it is disinfected between uses and clean linen put on.



Summary of Hygiene and Infection Control Procedures

Handwashing	
Educators must wash hands or use alcohol-based hand sanitizers	<ul style="list-style-type: none"> • On arrival at and departure from Heritage • Before and after handling food • Before feeding an infant a bottle • After handling animals or animal food • Before wearing disposable gloves • Before and after first aid procedures, including giving medication • After toileting and nappy changing • After handling or cleaning up bodily fluids such as blood, faeces and vomit • After handling chemicals • After handling garbage bags • After washing soiled clothing • After nose wiping • After sneezing, coughing into hands or touching a disposable tissue • After biting nails or touching a sore/pimple <p>Note: Educators may use their own hand cream/sorbolene as frequent hand washing can dry skin.</p>
Children must wash hands or have their hands washed:	<ul style="list-style-type: none"> • After going to the toilet • After wiping their own nose • Before handling food or eating • After eating • After handling animals • As required if hands appear excessively dirty, eg, after playing in the sandpit or after art and craft • After playing outside • Note: Babies who cannot stand at a basin must have their hands washed with a single use wipe or disposable towelette and dried with a single use paper towel.
Families are asked to:	<ul style="list-style-type: none"> • Wash their child's hands or use the hand sanitisers on arrival and departure. • Regularly remind children when they need to wash hands, ie, before eating, after toileting, after touching animals etc.
Coughing and Sneezing	
Children and educators are encouraged to:	<ul style="list-style-type: none"> • Cover their mouth and nose with a tissue and then throw the tissue in the bin and wash hands or use alcohol-based hand sanitiser OR • Cough or sneeze into their upper sleeve or inner elbow.



Cleaning Procedures	
Educators must:	<ul style="list-style-type: none"> Follow the procedures on display in each room
Gloves	
Disposable gloves must be worn during the following procedures:	<ul style="list-style-type: none"> Food preparation where appropriate First aid procedures Toileting and nappy changing Managing bodily fluid spills and accidents Handling and washing of soiled or wet clothing Nose wiping When cleaning nappy change areas, bathroom areas and toilets When handling chemicals <p>Gloves for Food Preparation</p> <ul style="list-style-type: none"> Wearing gloves is not a requirement for food preparation at Heritage unless required to: <ul style="list-style-type: none"> handle any ready to eat food such as fruit or messy food cover any cuts, abrasions, dermatitis or open skin on hands, which must also be covered with a water-resistant dressing such as a Band Aid If not wearing gloves for food preparation and serving, a barrier must be used, eg, tongs It is important to understand that wearing gloves is not a substitute for hand washing. The use of gloves should not replace hand washing between activities Where gloves are used, they must be kept clean and intact and changed whenever they might have become contaminated.
Food Preparation	
Educators must:	<ul style="list-style-type: none"> Be trained in food handling if either a Food Safety Officer or staff member serves or prepares food. Wash hands before using disposable gloves for food preparation. Wear clean outer clothing when preparing food. An apron that is easily cleaned or disposable, over their clothes is recommended and should be removed when performing any other duty. Not wear watches or loose jewellery, especially on hands and wrists (except a plain wedding band). Keep fingernails short and clean and not wear artificial fingernails. Never store personal belongings in allocated storage areas. Never eat, sneeze or cough over unprotected food or surfaces likely to come into contact with food. Cover cuts and sores on exposed body parts (eg hands) with a bandage (eg Band Aid) that is completely covered with a waterproof covering (eg glove) when preparing food.



Cleaning and Disposal of Body Fluids – urine, blood, vomit and faeces

Educators must:

- **Have a spill kit readily accessible** such as a bucket with disposable gloves, paper towels, disposable cloths and/or sponge, disposable scraper and pan, kitty litter for larger spills.
- **Isolate any blood in bodily fluid spills** until the spill can be removed hygienically.
- Avoid direct contact with the spill.
- **Wear disposable gloves** (stored in kitchens, nappy change areas, bathrooms and outside).
- **Cover any skin wounds** with a waterproof dressing before cleaning the contaminated area.
- **Contain the spill** as far as possible by cleaning the bulk of any spill with paper towels.
 - For small/medium amounts, cover with paper towel and wipe up immediately.
 - For larger amounts, cover the area with absorbent agent, e.g. kitty litter/sand, and allow the body fluid to soak in. Use disposable scraper and pan to scoop up with any unabsorbed body fluids.
- Place used towels, disposable scraper and pan in **sealed plastic clinical waste bags**.
- Place used gloves in sealed plastics clinical waste bags.
- **Dispose of plastic clinical waste bags in bin and remove bin bag to outside bin immediately.**
- **Clean the area** or surface with a neutral detergent such as USEALL.
 - **For larger spills, the red mop** may be used. After use, soak in bleach and leave to dry completely in a well-ventilated space, preferably outside in the sun.
- **Disinfect the area** or surface with PERFORM or, **in the case of a blood spill, BLEACH the area to prevent Blood-Borne Viruses.** (Where blood is on carpet, educators may use discretion and use disinfectant instead of bleach eg, BBV risk is low or the spill is small, to prevent bleaching of carpet).
- **Wash hands.** Dry or ventilate the area.
- Ensure child's own clothing that becomes soiled with bodily fluids is **placed in a plastic bag (two if heavily soiled)**, tied at the top with child's name written on the bag. Store away from children for collection by the family. It must not be rinsed/washed because of risk of spreading infection.
- Soak any soiled items not belonging to an individual child or family, such as Heritage spare clothing, in a bucket containing disinfectant for at least 1/2 hr before washing **separately** in the washing machine using hot water. Where Heritage spare clothes are heavily soiled by vomit or faeces educators may, at their discretion, choose to throw the clothing out rather than expose themselves to infection.
- Ensure the child is changed into spare clothing provided by families.
- Wash hands.



- Notify WorkSafe ACT on Ph: (02) 6207 3000 or email: worksafe@act.gov.au, if there has been exposure to bodily fluids that may present the risk of the transition of blood-borne diseases.

Accidental Exposure to Bodily Fluids Procedures

Educators must take care when cleaning contaminated areas not to expose skin, open wounds, sores or mucous membranes (eyes, mouth, nose) to bodily fluids, secretions or excreta.

If accidental exposure occurs, educators must follow the procedures below and in the first aid procedures on display in each room. Refer to: First Aid Policy.

- **SKIN** – Wash as soon as possible with hot soapy water
- **MOUTH** – Rinse thoroughly with water and spit out. Blow nose.
- **EYES** – Wash out immediately with copious amounts of water, preferably for 10 minutes
- **CUTS** – Encourage bleeding, wash area with hot, soapy water, then disinfectant.

Removing Body Fluids from a Child During Toileting

Educators must:

- Encourage children to use toilet paper and wipe from front to back and respectfully assist children as required during this process.
- Support children with soiled or wet clothing.
 - Educators will put on gloves and assist the child to remove their clothing.
 - Any waste will be placed in the toilet.
 - Soiled clothing will be placed in two plastic bags, tied at the top, named and stored out of reach of children for returning to the family.

Procedures for Nasal Discharge

Educators must:

- Put on gloves and wipe child's nose with a tissue.
- Dispose of dirty tissue immediately in a rubbish bin, out of reach of children.
- Remove gloves, turn inside out and place in a bin out of reach of children.
- Wash hands (even if gloves are worn). If not possible, use an alcohol-based hand rub.



Summary of Food Safety Principles

Core Food Safety Principles

- Remember the Temperature Danger Zone, ie: Room Temperature.
- Keep cold food cold (below 5°C) and hot food hot (above 60°C).
- Cook food thoroughly.
- Identify potentially hazardous foods (meat, rice, pasta, poultry, eggs, dairy etc)
- Separate raw and cooked food and do not use same utensils for both.
- Keep utensils, cleaning cloths and kitchen areas clean.
- Wash and dry hands before handling food.

Activity	Procedures
Storage of Food from Home	<p>Educators must ensure:</p> <ul style="list-style-type: none"> • Lunches from home are brought in clean, labelled lunch bags or boxes and refrigerated on arrival at temperatures less than 5°C (refer to: Fridge and Freezer Temperature Check Chart). • All food is stored in labelled containers that are clean and non-toxic. • Lunches from home are never stored with chemicals or cleaning equipment, clothing or personal belongings. • Lunches from home are returned to the fridge promptly after the children are served lunch (a maximum of 1.5 hours out of temperature control) as they contain the children's afternoon teas.
Preparation of Food from Home	<p>Educators must:</p> <ul style="list-style-type: none"> • Not serve food if feeling unwell or while suffering from any gastrointestinal illness until at least 72 hours after last episode of diarrhoea or vomiting • Wash hands before and after food preparation; before mealtimes with children; before feeding an infant a bottle; after disposing of food waste. • Ensure children wash hands before handling food and after eating • Ensure all surfaces that food will be prepared on are cleaned with hot soapy water made with True Blue Wipe Out (Food Grade Sanitiser) before use • Wear clean outer clothing such as an apron over clothes. Remove apron when performing any other duty that does not involve food. • Not wear loose jewellery on hands or wrists. • Keep fingernails short and not wear artificial nails. • Always use a barrier between hands and food when handling food (eg disposable gloves, tongs, spoons etc) • Ensure any cuts or abrasions on hands are covered with a Band Aid. • Wear gloves to cover Band Aids or if handling messy food which cannot be handled with another barrier, eg, tongs/spoons • Ensure gloves do not replace hand washing between activities • Ensure gloves are clean and intact and changed at least once an hour and whenever changing activity, and whenever they become contaminated. • Use cutting boards made from non-porous material and wash daily in the dishwasher above 75°C. Replace cutting boards if cracked • Where practicable, use different knives/equipment for raw and cooked/ready-to-eat food where practicable or wash in hot soapy water between uses.



Reheating Food from Home	<ul style="list-style-type: none"> • Ensure all foods cooked at home and brought to Heritage for reheating before serving are re-heated thoroughly in the microwave until <u>steaming throughout and to a temperature of at least 60°C (preferably 70°C) to kill off bacteria</u> • <u>Rotate and mix/stir foods/liquids at least once</u> during cooking. • Leave food/liquid to stand for approx. 1 min before temperature testing to allow heat to penetrate and avoid “super boiling’ (may explode when stirred) • Be careful when removing food/liquids from the microwave or removing microwave covers as food and liquid continues to cook for some time and burns can result from escaping steam or boiling liquid • Use a clean and sanitized calibrated probe thermometer to verify a safe temperature has been reached. Insert into middle of the food and wait for the reading to stabilize. • Ensure thermometers are washed in soapy water, rinsed in hot water, dried with a clean paper towel and then sanitised with an alcoholic wipe after each use • Use only microwave safe dishes, covered with microwave safe covers • Ensure students and family volunteers do not reheat food
Serving Food	<ul style="list-style-type: none"> • Wash their hands prior to serving food and use a barrier between hands and food (eg disposable gloves, tongs, spoons etc) • Ensure serving utensils and equipment are clean and sanitised • Serve cooked food within 20 minutes of it being warmed up • Ensure food that does not require warming is served within 1 hour of being at room temperature (5-60°C) • Ensure potentially hazardous cooked foods are not left out for > 1.5 hours
Eating Food	<p><u>Ensure:</u></p> <ul style="list-style-type: none"> • Children wash their hands before eating food • Children sit down to prevent choking • Children are not allowed to use utensils which have been dropped on the floor or to eat food/drinks which have been handled by another child • Children with allergies and anaphylaxis are actively supervised for symptoms • Children are taught to turn their head away from food when sneezing or coughing and to do so into their upper sleeve or elbow • All foods that contact unclean surfaces are discarded
Cleaning Food Preparation and Serving Areas	<p><u>Ensure:</u></p> <ul style="list-style-type: none"> • All surfaces that food will be prepared and served on are cleaned with True Blue Wipe Out (Food Grade Sanitiser) before use • Food that has been warmed but not eaten is discarded • Food scraps are cleaned up and disposed of in the bins provided • Bins are covered and emptied, cleaned and disinfected daily • All crockery and cutlery is washed in the dishwasher at above 75°C • Tea towels, feeders and face washers are changed and washed after each use • All surfaces that food has been served on including tabletops and low chairs are cleaned after use with True Blue Useall • Floors are swept (and mopped if required) after each mealtime • Microwaves cleaned at the end of the day and fridges once a week with Useall • Surfaces are sanitised using True Blue Perform at end of each day



Summary of Infant Bottle-Feeding Safety Procedures

Activity	Educators must:
Handling All Bottle Feeds	<ul style="list-style-type: none"> • Ensure families store bottles of milk in the back of the refrigerator (never in the door), immediately on arrival • Only use sterilised bottles and teat assemblies for all infant feeds • Use only designated bottle preparation area and ensure it is clean and hygienic • Wash hands before preparing or handling expressed milk or formula and use only sterilized bottles and teat assemblies (If need to sterilise: wash in hot, soapy water, rinse and run through dishwasher at 75°C if necessary). • Feed on demand and hold infants when feeding - never feed infants when they are lying down or in beds/cots • Closely supervise toddlers who wish to be independent bottle feeders • Do not give milk bottles to children before bed. if a child requires a bottle of milk before sleep, they should be encouraged to drink water to refresh • Rinse all bottles after use and air dry before returning to child's bag
Feeding Bottles of Formula Milk	<ul style="list-style-type: none"> • Prepare formula according to instructions on the container, using cooled boiled water for infants under 12 months. Use immediately or refrigerate. • Warm bottles of infant formula in microwave safe bottles in the microwave: <ul style="list-style-type: none"> ○ Take the teat/bottle top off and leave it outside the microwave ○ Set on high and heat for 30 seconds or less for 120ml bottle and 45 seconds or less for 240ml bottle (700w Microwave) ○ Replace the teat/bottle top directly after microwaving ○ Rotate/shake/invert the bottle (about 10 times) directly after microwaving and allow to stand and cool (1-2 mins) to ensure even heat distribution ○ Test temperature of the milk on inside of wrist before giving it to a baby • Warm infant milk bottles only once • Discard infant milk leftover after each feed or not been consumed after 1 hour
Feeding Bottles of Expressed Breast Milk (EBM)	<ul style="list-style-type: none"> • Ensure bottled EBM is labelled with the child's name, mother's name and the date it is expressed. And if thawed, time of thawing. • Given EBM to the named child only. Verify name with another educator • Understand breast milk can only be stored in the refrigerator for 48 hours in a deep freezer for up to 3 months • Unused refrigerated EBM that has not been warmed or thawed may be returned to families at the end of the day to ensure it is used within 48 hours • Ensure the fridge is operating at a temperature of less than 5°C and the freezer is operating at a temperature of between -18°C and -15°C. • Defrost frozen breast milk in cool or warm water - NEVER at room temperature • Never put EBM in boiling water as the milk will curdle • Shake the bottle if the fats and milk have separated • After defrosting, use EBM within 24 hours • Warm bottled EBM by standing in warm water • Throw away any unused breast milk. • Never refrigerate or refreeze breast milk once it has been thawed or heated • Discard contents of bottle of EBM if it has been warmed or thawed and not fully consumed within 1 hour from the start of the feed



Summary of Illness and Infectious Diseases Policy

Heritage is committed to managing and minimising the spread of illness, infectious diseases, blood-borne viruses and infestations among the Heritage community by:

1. Providing a hygienic environment.
2. Monitoring the immunisation status of staff and children and supporting the Immunise Australia Program.
3. Responding appropriately to the needs of children/adults who present with symptoms of an illness, infectious disease or infestation while at Heritage as outlined in this policy.
4. Complying with government recommended minimum exclusion guidelines.
5. Reporting infectious diseases as required to the ACT Regulatory Authority (CECA) by submitting a notification using the [National Quality Agenda IT System \(NQAITS\)](#).
6. Notifying the [ACT Health Protection Service, Communicable Disease Control Surveillance Unit](#) of cases of notifiable infectious diseases as required.
7. Contacting the [Communicable Disease Control Surveillance Unit](#) for advice when an infectious disease outbreak is affecting their service, [including outbreaks of gastroenteritis and acute respiratory illnesses including COVID-19](#).
8. Providing the Heritage community with up-to-date best practice information from respected authorities including the [ACT Health](#) and the NHMRA's 5th edition of [Staying Healthy: Preventing infectious diseases in early childhood education and care services](#).

Heritage recognises that:

- The most important ways to break the chain of infection in ECEC services are: Effective hand hygiene, cough/sneeze etiquette, appropriate use of gloves, effective environmental cleaning, immunisation and the exclusion of ill children, educators and other staff (NHMRC, 2013).
- In addition, during heightened risk periods for respiratory infections, including COVID-19, recognising that physical distancing, mask wearing, and good ventilation are important to minimise the spread of the infection (ACT Health, 2024)

- Even if a child does not have a condition that requires exclusion, the best place for a child that is feeling unwell and not coping well with the daily activities in the education and care environment is to rest and recover at home (NHMRC, 2013)

- **Australia has shifted from an emergency response to managing COVID-19 consistent with other respiratory viruses that pose a risk to some people.**
 - The broader community continues to be encouraged to follow the [COVID Smart behaviours](#) as these behaviours also prevent other respiratory infections and minimise individual risk while assisting in protecting vulnerable people.
 - COVID-19 is likely to continue as an [endemic disease](#) driven by waning population vaccine- and infection-related immunity, virus mutation leading to new variants with immune escape and seasonal factors.
 - Continuing waves of infection are expected in the next few years, however current emerging variants pose similar risks to other circulating Omicron strains.



Signs and Symptoms of Illness	
Symptoms indicating an illness may Include:	<ul style="list-style-type: none"> • Behaviour unusual for the individual child - lethargic/drowsy/ avoids activities/avoids eye contact. • A high fever (38°C and above measured in the ear) - In a young child it can be a sign of infection and needs to be investigated. However, fever by itself is not necessarily an indicator of serious illness. • Breathing difficulty - Breathing very quickly or noisily; pale or blue around the mouth; muscles between the ribs being drawn in with each breath. • Poor circulation - Very pale, with hands and feet feel cold or look blue. • Vomiting or loose bowels or faeces which are grey, pale or contain blood. • Discharge from the eye or ear. • Skin that displays rashes, blisters, spots, crusty or weeping sores. • Red or purple rash - Non-specific rashes are common in viral infections. Red or purple spots that do not turn white if pressed with a finger require urgent medical referral as may be meningococcal disease. • Loss of appetite, especially in infants. • Poor urine output or fewer wet nappies than usual, especially in infants. • Dark urine. • Headache. • Stiff neck or sensitivity to light. This may indicate meningitis, although infants may have meningitis without these signs. • Pain - muscular and joint pain. Facial expression, general irritability, reduced activity may indicate pain. • Continuous scratching of scalp or skin. • Difficulty in swallowing or complaining of a sore throat. • Persistent, prolonged or severe coughing.
Procedure for When a Child is Unwell or Not Coping	
Educators will:	<ul style="list-style-type: none"> • Inform the Room Leader promptly for an assessment in conjunction with the Director/Responsible Person in Charge to determine whether any identified symptoms fit with a condition that: <ul style="list-style-type: none"> ○ Requires exclusion and medical advice ○ Requires Immediate medical attention ○ Is an emergency.
Procedure for When an Illness Requires Exclusion and Medical Advice	
Educators will:	<ul style="list-style-type: none"> • Defined as when symptoms indicate that the illness is <i>potentially infectious</i>, for example, continuous 'sticky eye' discharge. • Contact families who will be asked to collect their child within 1 hour (and preferably 30 minutes) from the time person-to-person contact is made.
Procedure for When an Illness Requires immediate Medical Attention	
(ie: when the symptoms may indicate that the illness is potentially serious, for example, a child complains or displays symptoms of intense abdominal pain).	



Educators will:	<ul style="list-style-type: none"> Commence first aid; Notify a parent/guardian or emergency contact and request they take their child to a hospital or doctor immediately. Call an ambulance if a parent/guardian or emergency contact cannot be reached.
Procedure for When an Illness is an Emergency (ie: when the child is exhibiting respiratory or circulatory failure (shock) and/or is unconscious).	
Educators will:	<ul style="list-style-type: none"> Commence first aid; Call an ambulance immediately; Notify a parent/guardian or emergency contact as soon as possible. Complete an Illness Report Form, the Illness Register and Medication Form (if required), as soon as possible after the onset of an illness and within 24 hours.
Managing a Child with a High Temperature or Fever	
Overarching Guidelines and Procedures	<p>A temperature is significantly high and requires medical attention when: 38°C or more in a baby under 3 months old 38.5°C in older infants and children</p> <ul style="list-style-type: none"> A child's normal temperature as defined as being in the range of 36.5°C to 37.5°C, depending on the child's age and the time of day. A fever is a form of high temperature that is a positive response in helping the body fight infection. It is a common reason why children visit a medical practitioner and is most commonly caused by a virus. Most children tolerate low grade fever well and do not usually need paracetamol for a low-grade fever. While paracetamol may temporarily 'bring the fever down', it will not treat the cause of the fever, may mask the underlying cause and has not been proven to reduce the incidence of febrile convulsions. Some studies show that giving medication to reduce the fever can slow down the body's immune response to infection (NHMRC, 2013). <p>Educators will:</p> <ul style="list-style-type: none"> Measure a child's temperature in their ear, or underarm for small babies. Rather than focusing on the fever, focus attention on the way the child looks, behaves, their level of alertness and whether there are any other symptoms that indicate serious infection, such as vomiting, coughing or convulsions. Never give Ibuprofen or Aspirin to children.



Procedure for When a Child Registers a Temperature of 37.5°C, educators will:	
Educators will:	<ul style="list-style-type: none"> Alert a parent/guardian/emergency contact (as per procedures above) as soon as possible and let them know the child does not need to be collected from Heritage at this point. If other symptoms develop with the high temperature (eg, a rash or vomiting), contact a parent/guardian/emergency contact person and ask them to collect the child as soon as possible (within 1 hour and preferably 30 minutes), see a doctor for medical advice and inform them the child will not be permitted to return to Heritage for a further 24 hours.
Procedure for When a Child Registers a Temperature over 37.5°C, educators will:	
Educators will:	<ul style="list-style-type: none"> Contact a parent/guardian/emergency contact person, ask them to collect the child as soon as possible within 1 hour and preferably 30 minutes and inform them the child will not be permitted to return to Heritage for a further 24 hours. A parent/guardian or emergency contact person must still collect a child who recorded a high fever, even if the fever reduces.
Procedure for when a Child Registers a Temperature of 38°C and is less than 3 Months old OR Is older than 3 Months Old and Registers a Temperature of higher than 38.5°C	
Educators will:	<ul style="list-style-type: none"> Notify a parent/guardian or emergency contact as soon as possible and request they take the child to a hospital or doctor immediately. Call an ambulance if a parent/guardian or emergency contact cannot be reached.
Procedure While waiting for a parent/guardian/emergency contact to arrive	
Educators will:	<ul style="list-style-type: none"> Give treatment and comfort to the child as needed as follows: <ul style="list-style-type: none"> Encourage the child water to drink, unless there are reasons why the child is being limited fluids. Remove excessive clothing. Sponge lukewarm water on child's forehead, back of neck and exposed areas of skin (arms/legs). Administer paracetamol only at the discretion of the Director and in line with the Medication Policy procedures (below), record the relevant details in the Medication Book, and ask the parent/guardian or emergency contact to sign the Medication Book on arrival. Watch the child and monitor their temperature by take a reading at least every 15 minutes and recording it on the Illness Report Form. Monitor symptoms and how the child is feeling and watch for febrile convulsions.



Restrictions on Use of Paracetamol for a High Temperature	
Paracetamol will only be administered where:	<p>Paracetamol will only be given where:</p> <ul style="list-style-type: none"> • Written authorisation has been given by a parent/guardian via the child's enrolment form; AND • The child has a high fever when measured with a thermometer (38°C or above); AND • The child is visibly uncomfortable; AND • The child does not have any allergies to the medication being administered; AND • The educators have read the label and follows the instructions carefully to ensure the dose is appropriate for the child's weight; AND • The Director/Responsible Person in Charge has agreed to the administration of paracetamol.
Procedure for When a Temperature Requires Immediate Medical Attention	
Factors indicating a fever requires immediate medical attention	<p>Factors indicating a fever requires immediate medical attention (ie, they should not attend Heritage and should be examined by a doctor immediately to exclude serious infections such as meningitis, urinary tract infection or pneumonia) include where the child:</p> <ul style="list-style-type: none"> • Is less than 3 months old and has a fever of 38°C or above. • Is over 3 months old and has a fever of 38.5°C or above • Seems very sick. • Has pain such as a headache or earache or limb pain. • Has difficulty swallowing. • Is breathing rapidly. • Has a rash. • Is vomiting. • Has a stiff neck. • Has bulging of the fontanelle (the soft spot on the head in babies). • Is very sleepy or drowsy. <p><u>If any of the above conditions are observed, educators will:</u></p> <ul style="list-style-type: none"> • Commence first aid. • Notify a parent/guardian/emergency contact as soon as possible and request they take the child to a hospital or doctor immediately. • Call an ambulance if a parent/guardian/emergency contact cannot be reached.



Illness Policy - Summary of Educator Responsibilities

Educators must:

- **Understand illness in young children can progress very quickly and if in any doubt, educators must seek medical advice without delay.**
- Familiarise themselves with the Illness and Infectious Diseases Policy and Procedures and respond appropriately to the needs of children or adults who present with symptoms of an illness, infectious disease or infestation while attending the service.
- Not give non-prescribed medication, including cough/cold remedies to children unless advised to do so by a registered medical practitioner, with the exception of first aid remedies such as antihistamines and paracetamol, **where signed authorisation is given on the child's Enrolment Form.**
- **Ensure non-prescribed topical creams and such as eczema cream and nappy rash cream provided by families** are only applied according to the family's instructions where signed authorisation has been given on the Medication Form or child's Enrolment Form.
- **Ensure teething gel provided by families** is only applied where daily signed authorisation has been given in the Medication Book to prevent overuse.
- **Ensure head lice inspections** are conducted when an infestation is suspected, and:
 - Families sign on enrolment, consent for children to be checked for lice.
 - A head lice letter and factsheet is given to families of children suspected of having lice.
 - A head lice notification letter is given to families when an infestation of head lice has been detected at the service.
- **Encourage families to notify the service** if their child has an illness, infectious disease or infestation.
- **Adequately supervise children** and when symptoms of an illness, infectious disease or infestation are observed, inform the Director immediately.
- **Provide families with access to relevant resources.**
- **Inform families as required of exclusion guidelines**, including that:
 - Children are not permitted at Heritage within **24 hours of starting antibiotics or registering a fever of 28 degrees or above OR taking paracetamol for a fever.**
 - Children are not permitted to attend Heritage until **36 hours after the last episode of vomiting or the last episode of diarrhoea.** If **2 or more children** are affected by vomiting or diarrhoea in the same day, the exclusion period automatically **increases to 48 hours.**
 - Children will be excluded if live head lice are detected until the **day after effective treatment started and all lice and eggs have been removed.** No treatments kill all the eggs, so re-application 7 days later is advised.
 - Those diagnosed with **respiratory illnesses (including COVID-19)** must inform the service as soon as possible and will be **excluded until acute symptoms resolve** (runny nose, sore throat, fever, cough) and they are well. **NOTE:** Children and staff will not be excluded if they have a G.P. letter for an on-going, non-infectious, medical condition explaining the symptoms. However, they will be observed for new symptoms.
 - Where there are **two or more cases of COVID-19 at the service in a week, the minimum exclusion period will increase to 5 days from the positive test and until acute symptoms resolve and they are well.**



- Unwell siblings of children diagnosed with respiratory illnesses **should not attend the centre during drop off and pick up.**
- **Household contacts** of a person with a respiratory virus are not excluded however are asked to **wear a mask while inside the premises during heightened risk periods for respiratory illnesses, and for 10 days following returning a positive test for COVID-19 or if a household contact of a positive COVID-19 case.**
- Ensure an Illness Form, the Illness Register and Medication Form (if required), is completed as soon as possible after the onset of an illness and within 24 hours.
- Remain at home if they have diarrhoea and/or vomiting until **48 hours after their diarrhoea and/or vomiting ceases and not undertake food preparation duties at Heritage until at least 72 hours after their diarrhoea ceases.**
- Maintain confidentiality at all times.

Illness Policy - Summary of Family Responsibilities

Families must:

- **Understand the Director or Responsible Person in Charge has the final say** as to whether their child is coping with activities at Heritage, and this may override a doctor's certificate permitting attendance.
- **Keep their child/ren at home if they are too unwell to join in Heritage activities or have symptoms that fit with a condition that has an Exclusion Period.**
- Not send their child to Heritage if they wish them to receive **non-prescribed medication** through the day such as paracetamol or cough medicines.
- **Inform Heritage if their child is absent due to an illness** and the specifics of the illness as required by the ACT Regulatory Authority.
- **Notify Heritage immediately if a child has contracted an infectious illness as there are specific quarantine periods for infectious illnesses.**
- Comply with the minimum recommended **Exclusion Periods** and **obtain a medical certificate** from a doctor for sick days for their child and pass this on to Heritage in order to prevent those sick days from being deducted from the "42 allowable days" as per the CCS guidelines.
- **Inform educators if anyone in the family is ill** so they can watch for symptoms in their child.
- **Inform an educator if they have administered Paracetamol** or other over the counter medication such as cold/flu remedies or decongestants, to their child **within 12 hours** prior to arriving at Heritage.
- **Keep their child/ren at home if they are not fully immunised against a disease which has been diagnosed at the service** until there are no more occurrences of the disease and the exclusion period ceases.
- **Understand Heritage strongly recommends families have their children immunised on a non-Heritage day** or keep them at home following an immunisation for the rest of the day. If not possible, a late afternoon appointment is considered to be in the interests of their child.
- **Provide details of a minimum of two emergency contact people** (other than parents/guardians) for each child. Ensure they live or work (during Heritage hours) less than **30 minutes away from Heritage** and can drive the child home or stay with them at Heritage until a parent can be contacted.



- **Keep their contact details up to date and understand Heritage must be able to contact a parent/guardian or an emergency contact person at all times.**
- Understand a parent/guardian or emergency contact will be contacted and **asked to collect their child within 1 hour and preferably 30 minutes** if their child is deemed to have symptoms of a condition that fits with an exclusion period or is too unwell to join in activities/ is not coping/sufficiently distressed in the early education environment.
- **Understand where a parent/guardian or emergency contact cannot be contacted** and a child becomes sufficiently ill/distressed because of illness, **an ambulance may be called**, the Non-Compliance Policy may apply, and monetary penalties may be incurred if 1:1 supervision of their child is required.
- **Regularly check their child's hair for head lice/lice eggs**, notifying Heritage of infestations in the family, keeping their child at home until the day after effective treatment has started and all lice and eggs have been removed. Re-application 7 days later is advised.



Summary of Child Protection Policy and Procedures

Recognising Child Abuse and Neglect in Children and Young People	
Physical Abuse	<p>Physical abuse is the non-accidental injury of a child by an adult. An injury can be caused by a single act or repeated acts. Examples include hitting, shaking, burning, excessive physical discipline, attempted suffocation.</p> <p>Indicators of possible physical abuse may include but are not limited to:</p> <ul style="list-style-type: none"> • Seeming to be accident prone – broken bones, dislocations, or unexplained bruises or injuries. • Bruising or marks that show the shape of an object • Multiple scars of different sizes or ages • Explanation for injury seems unlikely or is inconsistent with the injury type • Not wanting to go home, or somewhere else. • Flinching when approached by adults • Frozen watchfulness • Family use of different doctors or delay in seeking treatment • Parents absent or undisturbed by the injury when child presents for treatment • Reluctance to give information on previous injuries • Children provided with alcohol or non-prescribed drugs.
Sexual Abuse	<p>Sexual abuse is any sexual act or threat impacting on a child, including unwanted sexual acts on a child over the age of consent (16 years old).</p> <ul style="list-style-type: none"> • Sexual abuse includes comments, physical contact, exposure to adult sexual activity and exposure to or involvement in sexual imagery. • Sexual abuse is difficult to detect because it is often surrounded by secrecy. Children are threatened or coerced into remaining silent and are frightened of what might happen if they tell someone about what has happened. Children who do tell someone often deny the abuse later on because of fear or because of how the person they told reacted. • There may be no physical signs to indicate sexual abuse. Instead, signs are likely to be emotional or behavioural. • Child and Youth Protection Services becomes involved when a parent or carer are implicated in the abuse or are failing to adequately protect the child. Most cases of sexual abuse by a stranger or non-family member are responded to appropriately by parents and therefore do not need to be reported to CYPS. The Police, however, should always be informed. <p>Indicators of possible sexual abuse may include but are not limited to:</p> <ul style="list-style-type: none"> • Direct or indirect disclosures • Inappropriate sexual knowledge or behaviour for their age and development • Sudden and unexplained changes in mood or behaviour • Anxious unwillingness to remove clothes – such as for sport events • Difficulty sleeping, nightmares or sudden unexplained fears • Not wanting to go home, or somewhere else • Self-destructive behaviour, such as eating disorders



	<ul style="list-style-type: none"> • Substance abuse, self-mutilation, suicide attempts • Suicidal thoughts • Pain, bleeding or swelling in genital or anal area • Having a sexually transmitted disease or is pregnant
Emotional Abuse	<ul style="list-style-type: none"> • Emotional abuse is when a child repeatedly experiences events that cause significant harm to their wellbeing or development. • Constant yelling, belittling, ignoring and ridiculing are some examples. • Emotional abuse also occurs when a child has been or is being exposed to family violence and that exposure has, is, or would cause them significant harm (see also 'Family violence' below). • Emotional abuse can be difficult to recognise; the signs are usually behavioural rather than physical. Emotional abuse may be a sign that other forms of abuse are occurring in the child's life. In recognising emotional abuse, it is important to consider the behaviour of the child's parents/carers as there can be many reasons why a child may be struggling emotionally that are not related to any form of abuse or neglect. <p>Indicators of possible emotional abuse may include but are not limited to:</p> <ul style="list-style-type: none"> • Extremes of behaviour – very aggressive to very passive • Developmental delays • Abnormal attachments with parents. Trying too hard to please or failure to connect • Scapegoating • Low self-esteem and confidence, or fearful of doing something wrong • Frozen watchfulness or often anxious or distressed • Being withdrawn or having difficulty relating to others • Feels worthless, unloved or unwanted.
Family Violence	<p>Emotional abuse also occurs when a child has been or is being exposed to family violence and that exposure has, is or would cause them significant harm. This exposure includes:</p> <ul style="list-style-type: none"> • Seeing or hearing the violence • Seeing the consequences of family violence such as property damage, injuries to those involved including the emotional impact on the victim, or Police visiting. <p>Indicators of possible exposure to family violence include:</p> <ul style="list-style-type: none"> • Many of those described for other forms of abuse and neglect. <p>Other examples include but are not limited to:</p> <ul style="list-style-type: none"> • Hypervigilance – overly aware surroundings due to anxiety or extreme fear • Concentration problems • Clinginess • Defiant behaviour and rebelliousness • Withdrawal, loss of interest in social activities, depression • Distrust of adults.
Neglect	<p>Neglect happens when a parent, carer or person with parental responsibility fails to provide a child with life's basic necessities causing significant harm to the child's wellbeing or development.</p>



- Examples include failure to provide food, shelter, clothing, health care. Neglect can be episodic and related to a particular event in a family's life, or persistent where the parent repeatedly fails to meet their child's needs and protect them from harm.
- Neglect can have serious, detrimental effects on the child's social, psychological, educational and physical development.
- Evidence of neglect is built-up over time and covers different aspects of parenting.

Indicators of possible neglect may include but are not limited to:

- Malnutrition, frequent hunger or stealing food
- Inappropriate clothing for weather conditions (particularly in winter)
- Frequent illness, sores that don't seem to heal, medical problems that don't seem to be addressed
- Children frequently appearing lethargic, disinterested, detached, unresponsive, with no underlying medical issue
- Poor hygiene (body odour, matted hair or dirty skin)
- Children not meeting developmental milestones with no underlying medical issue
- Comments that nobody is at home or that they do things by themselves
- Being left unsupervised for long periods of time
- Being left with adults who are intoxicated or violent
- Frequent absence or being late to school
- Children thriving away from their home environment.

Source: [A guide to reporting child abuse and neglect in the ACT' \(Version 2, 2022\).](#)

Summary of Child Protection Reporting and Documenting Procedures

- **The best interests of the child must always be the primary consideration** of the Heritage community, while due regard must also be given regarding confidentiality and fairness to the persons against whom allegations are made.
- **Children must be encouraged and taught as part of the educational** program to approach any person in the service to express concerns about their treatment and empowered to feel confident that they will be taken seriously.
- **Educators and families must be aware of the need to report serious matters** to external authorities and that permission is not required from parents/ guardians of a child where abuse is suspected, and parents/guardians do not need to be notified of a report.
- **Initially it is preferred, though not compulsory, that staff inform the Director *** if they have concerns regarding suspected child abuse/neglect. Alternatively, educators, as Mandated Reporters, may report directly to [Child and Youth Protection Services](#).
- **Instances of physical and sexual abuse of children are crimes and must be reported without delay to both the police and relevant child protection authorities.**
- Following an allegation of child abuse/misconduct against an employee, an assessment of the risk that the employee poses to a child/group of children must be undertaken.
- Records must be kept regarding any child protection related complaint/grievance/incident and stored in accordance with the Privacy and Confidentiality Policy.
- Any investigation undertaken by the service must ensure procedural fairness and natural justice for a person suspected of abusing a child.
- Privacy and confidentiality must be maintained, and information must only be disclosed as required by law and on a need-to-know basis to relevant parties and authorities.



Procedure if a Child Reports Abuse or Neglect to an Educator

The Educator will:

- **Listen attentively and control expressions of emotions** eg, shock, sadness, anger, disbelief.
- **Understand it takes great courage for children who are being abused to talk** to someone about what is happening to them and is a clear message they want it to stop. They may often disclose only small amounts of information at a time and if a child's concerns are brushed aside, they may not bring them up again.
- **Find a quiet, private place to talk and gently allow the child to tell their story using their own words** about how they are feeling and what is bothering them. **Do not prompt the child or family for further details** or ask any specific questions as this is considered contamination of evidence. Seeking specific information is the role of the Police/ CYPs.
- **Reassure the child they have done the right thing, you believe them, and they are not to blame**, eg, "I am pleased you have told me about this".
- Let them know you are there for them and they can trust you. If it is not possible to answer a question, tell them you don't know but will talk with the right people to help.
- Not make promises to the child you cannot keep.
- Complete a **Child Protection Incident Form** immediately, noting the child's exact words, the time and place the allegation was made and anyone else that was present.
- Not judge the child or family.
- Report to Director. * (See: General Procedures).

The Director will

- Report to Police and Child and Youth Protection Services immediately.
- Inform Committee Chairperson that notifications have been made and their obligation to inform CECA and ACT Ombudsman as appropriate in required timeframes.
- Document the notification dates, time, name of person spoken to and any action taken on the Child Protection Incident Form.
- Support educator and follow up with CYPs and other authorities regarding action taken and document the notification outcomes.

Procedure if an Educator Suspects Abuse or Neglect by a Family Member/Visitor

- Educator must complete a Child Protection Incident Form and discuss concerns with Director. * (see: General Procedures).
- Director to notify Child and Youth Protection Services who will advise whether to make a formal notification or to further observe the affected child.
- Director to document all discussions and reasons for decision as to whether there are reasonable grounds to make a formal notification on the Child Protection Incident Form.
- Director to store documents securely.
- If advised to make further observations, the Director and educator will make confidential notes on the child over a period of two weeks, or less depending on the severity of the symptoms.
- After the observation period, if abuse is still suspected, the Director will formally notify the Police and Child and Youth Protection Services immediately.
- Director must document the notification date, time, name of Child and Youth Protection Services Officer spoken to and any action taken on the Incident Form.
- Director to inform Management Committee Chairperson that notifications have been made and discuss their obligation to inform CECA as appropriate in required timeframes.



- Director to support educator and follow up with Child and Youth Protection Services regarding action taken and document the notification outcomes.

Procedure if Parent Makes a Complaint Against Educator/Visitor of Abuse/Neglect

- Listen carefully to the parent's complaint and record it as accurately as possible on the Child Protection Incident Form and verbally advise the Director immediately. *
- Director to follow the guidelines in the Complaints and Grievance Management (non-Staff) Policy, complete a Formal Grievance Form and investigate the complaint.
- Director to assess the risk the educator/visitor poses to a child or children and notify the Management Committee.
- Director to notify the Police and Child and Youth Protection Services immediately.
- Management Committee to inform CECA and the ACT Ombudsman as appropriate and within the required timeframe.
- Director to advise the parent that advice will be sought from the relevant authorities.
- Respond according to advice given.

Procedure if Educator Suspects Another Educator of Abuse/Neglect

Background

- Child mistreatment, where the allegation is sustained, is deemed to be Serious Misconduct that warrants instant dismissal of the employee.
- **Forms of mistreatment are detailed in the Behaviour Guidance Policy, Staff Underperformance and Misconduct Policy and Reportable Conduct Policy.**
- Educators who witness other educators mistreating a child must:
 - Immediately report to the Director * (see: General Procedures) and complete a Child Protection Incident Form within the hour.

The Director will:

- Respond sensitively and without delay, document the issue clearly on the Formal Grievance Form, collect statements from the educator making the allegation, any witnesses and the educator who is the subject of the allegation and follow guidelines in the Staff Complaints and Grievance Management Policy – **Formal Staff Grievance Procedure.**
- Assess the risk the educator poses to a child or children and notify the Management Committee.
- Consider if there are reasonable grounds for reporting the incident/grievance as suspected child abuse or neglect to the police and Child and Youth Protection Services.
- Consider if there are reasonable grounds for reporting the incident to CECA and the ACT Ombudsman.
 - Provide all information and recommend a course of action without delay to the Management Committee to make a final decision on reporting obligations. (Where a decision is made that there are not sufficient grounds for making a report to the police and CYPS, the educator may make an independent report or consult with CYPS.
 - Where the decision is made to make a formal report to CYPS, the report must be accompanied by all documents supporting the decision.
- Inform the parent/guardian of the alleged victim and the accused educator in writing of the outcome of the decisions and the process of dealing with the relevant authorities.
- Document all discussions including the initial disclosure and advice given.
- Arrange to interview the employee and advise of dismissal in accordance with the serious



misconduct procedure, if required.

- Where allegations are sustained, and disciplinary procedures complete, notification of the employee's name must be made to the ACT Commissioner for Children and Young People.

If an educator has suspicions about another educator but have not witnessed any abuse, then the following procedures should occur:

- Raise the matter in confidence with the Director * (see General Procedures).
- Director to observe the educator over a period of two weeks and make confidential notes.
- After two weeks, if mistreatment is occurring, the Director must follow guidelines above.

Procedure for Responding to Bullying

- Educators must promptly respond to bullying behaviour when observed and insist it stop.
- Educators must be prepared to take **decisive action** by confronting the bully and insisting that the behaviour stop.
- If educators hesitate to take action they may be inadvertently sending a message that they accept or condone the behaviour.

Procedure for Supporting Educators who are Subject to Allegations

Educators who are subject to allegations of Child Abuse and Neglect will be:

- Informed of the substance of the allegations within a reasonable time frame.
- Informed of the substance of any adverse comment included in documents.
- Advised of the right to representation or the presence of a support person at any interview conducted by the employer.
- Given a reasonable opportunity to put their case, orally or in writing, to the persons carrying out preliminary investigations before any final decisions or reports are made.
- Advised of the right to make a complaint to the Director-General (Community Services Directorate) if the employee is not satisfied with the handling of the allegations.

Procedure for Supporting an Educator after a False Allegation

- If an allegation has been investigated and proven to be false, the educator involved will require support from the Director and Management Committee, such as mentoring or a phased return to work and a letter being sent to all persons involved that the allegations were unsubstantiated or clearly wrong.
- The Director may also need to manage interactions between the accused and the notifier if they are on the premises at the same time.



Child Safe Organisations National Principles

National Principles for Child Safe Organisations

- 1** Child safety and wellbeing is embedded in organisational leadership, governance and culture.
- 2** Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.
- 3** Families and communities are informed, and involved in promoting child safety and wellbeing.
- 4** Equity is upheld and diverse needs respected in policy and practice.
- 5** People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.
- 6** Processes to respond to complaints and concerns are child focused.
- 7** Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
- 8** Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
- 9** Implementation of the national child safe principles is regularly reviewed and improved.
- 10** Policies and procedures document how the organisation is safe for children and young people.

For information and resources, go to <https://childsafe.humanrights.gov.au>

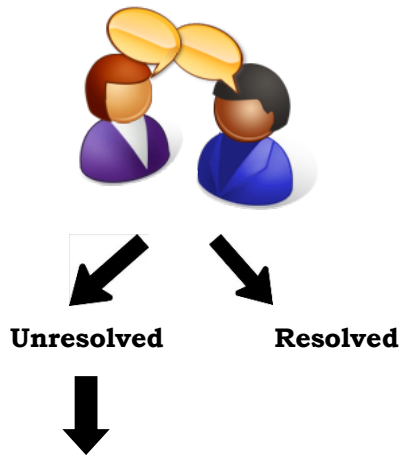


Australian Government



Complaints and Grievance Management Procedure

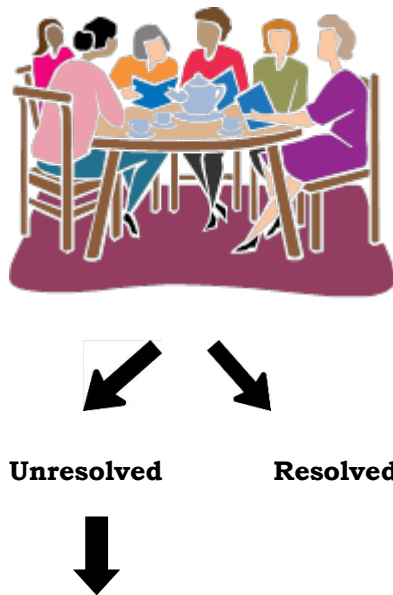
Step 1: Dealing with General Complaints - Informal discussion with parties involved



Managing Conflict Guidelines

- People often feel strong emotions during the process of raising and responding to grievances and it is important to empathise with the other's perspective.
- Conflict isn't good or bad and that it is important to get things done.
- Try to diffuse emotions by acknowledging feelings and stating positively a wish to find a solution;
- Actively listen and ask questions to help clarify concerns.
- Avoid responding immediately and defensively to the issues raised.
- Allow each person to speak and be heard equally.
- Balance meeting individual needs with the requirements to provide quality education and care for all children.

Step 2: Formal Grievance Procedure: Write to Director or Chairperson/Human Resources Officer on Management Committee. A Mediator will be appointed to investigate and organise a meeting with parties involved. If, after due process, it is deemed that a person in the Heritage community has not complied with Heritage policies or procedures, the Non-Compliance Policy and Procedures will apply.



Formal Grievance Meeting Guidelines

- Every attempt will be made all parties to resolve the conflict.
- The meeting must be approached with a positive and productive attitude by all parties who must:
 - Deal only with the parties involved
 - Remove blame and empathise with others' perspectives
 - Avoid reacting defensively
 - Allow each person to be heard equally
 - Listen carefully and not interrupt each other.

The Mediator must guide all parties at the meeting to:

- Define and agree on the problem - what is currently happening?
- Set a goal – what do the parties want to happen?
- Create strategies and solutions to meet the goal – what are the options for resolution?
- Define what actions the parties will each commit to.

Step 3: Contact an outside agency

- For example, Fair Work Ombudsman. www.fairwork.gov.au



Professional Standards at Heritage

Professional standards minimise the risk of **Reportable Conduct** occurring at the service and assist Heritage Management and employees to understand where professional boundaries lie.

Area of Responsibility	Educators are Responsible for:
Code of Conduct/Ethics	<ul style="list-style-type: none"> Adhering to the Heritage Code of Conduct/Ethics and applying the principles of mutual respect, fairness, and equity in all interactions with the Heritage community.
Policies and Procedures	<ul style="list-style-type: none"> Being familiar with and complying with all Heritage policies and procedures.
Legal Obligations	<ul style="list-style-type: none"> Understanding and complying with legal obligations in relation to: <ul style="list-style-type: none"> Discrimination, harassment, and bullying. Negligence (including supervisory negligence). Mandatory reporting of child abuse. Respecting privacy and confidentiality.
Work Health and Safety	<ul style="list-style-type: none"> Taking all reasonably practicable steps to ensure their own health, safety, and wellbeing and that of enrolled children so they can play and learn safely. Keeping potentially dangerous products and equipment stored out of reach and/or within a locked or supervised environment.
Medication	<ul style="list-style-type: none"> Understanding and complying with the legal obligation to provide safe administration and storage of medication.
Adequate Supervision	<ul style="list-style-type: none"> Never leaving a child unsupervised. Positioning themselves so they can see and hear all areas available to the children and actively supervise and engage with the children at all times, so they are able respond to children's individual needs and any hazards as they arise during play. As far as practicable, not leaving any child alone with any educator out of sight, or with an unqualified staff member, a student or volunteer or any other adult that is not the child's parent/guardian or family member. Releasing children only to authorised persons as per the child's Enrolment Form. Being aware of children with medical conditions and looking out for signs and symptoms of illness.
Positive Role Modelling of Appropriate Behaviour	<ul style="list-style-type: none"> Using appropriate, respectful, inclusive actions and language at all times. Understanding they are in a position of authority over children and the way they behave towards and speak/refer to children can have a profound impact on a child's wellbeing and perception of safety.
Appropriate Physical Contact	<ul style="list-style-type: none"> Ensuring physical contact with children is at all times appropriate in the circumstances. Where children seek comfort from educators, require assistance with tasks, or guidance with their behaviour requiring physical comfort, educators must: <ul style="list-style-type: none"> Compassionately and appropriately respond to each child's individual needs. Guide children's behaviour gently, positively, and respectfully. Inform children if physical contact is required for any purpose and ask them if they are comfortable with this interaction. Encourage and assist children to learn self-reliance and life skills by allowing them to attend to their own needs where developmentally appropriate. Encourage/assist children to undertake activities of a personal nature for themselves e.g., toileting/changing clothes. Ensure all interactions with children are undertaken in full view of other adults.



Tobacco, Drugs and Alcohol	<ul style="list-style-type: none"> Respecting the legal requirement that the Heritage environment must be free from the use of tobacco, illicit drugs and alcohol while providing education and services to children, including on excursions/off-site activities (r82). Note: This applies only when the premises are being used to provide education/care services to children. Any alcohol, tobacco or drugs kept on the Heritage premises must be out of reach of children, in accordance with the requirement to take reasonable precautions to protect children from harm and hazards (National Law Section 167). Educators must uphold their duty of care not to expose children to dangerous products, and never give or provide children with alcohol, illegal drugs, tobacco or tobacco products or expose them to any harmful by-products, such as second-hand smoke (National Law Section 167). Providing illegal drugs, restricted substances or alcohol to children constitutes “supervisory neglect” and is a criminal offence. The Director, staff members, students and volunteers at the service must not be affected by alcohol or drugs (incl. prescription medication) that may impair their capacity to supervise or provide education and care to children at the service (r83). <ul style="list-style-type: none"> Note: This does not mean that educators, staff or volunteers who require prescription medication must be excluded, rather that consideration must be given to whether that medication adversely affects the person’s capacity to provide education and care to children. Where an employee has concerns relating to the fitness of another employee to be supervising children due to the effects of drugs and/or alcohol, these concerns should be reported to the Director immediately. Respecting the ANU Smoke Free Policy that prohibits all smoking (including electronic cigarettes) and use of tobacco products anywhere on the ANU campus. Note: There are limited Designated Outdoor Smoking Areas.
Heritage Property and Communication Devices	<ul style="list-style-type: none"> Ensuring all Heritage property including communication devices such as telephones, cameras, mobile phones, computers, laptops, and tablets must be used appropriately for work-related purposes only unless authorised by management. <p>Internet Usage</p> <ul style="list-style-type: none"> Employees may only access the internet from Heritage communication devices for work-related purposes unless authorised by management. Employees may never access websites in the workplace which host adult or child pornography or otherwise inappropriate images/representations of children. Enrolled children may not have access to social media sites while at the service. <p>Social Media and Camera Usage</p> <ul style="list-style-type: none"> Abiding by the Heritage Social Media Policy guidelines and protect the privacy, confidentiality and interests of the service, employees, children, families and other supporting agencies at all times. Only using the Heritage camera to take photographs or video while on duty at the service or on excursions and ensure these images are used only for the purpose of completing the Day Book or child evaluations. Ensuring photos and videos are never shared through employees’ personal social media sites.



	<p>Personal Mobile</p> <ul style="list-style-type: none"> • Employees must not use their personal mobile phones to communicate with enrolled families during work hours or for work-related activities, unless in an emergency. • Educators must have their personal mobile phones turned off and stored in their lockers during working hours, except on excursions, when they may be requested to take them. • Room Leaders may have their personal mobile phones on their person and turn them on during an emergency). • Personal phone calls by educators must be limited to lunch breaks and other authorised breaks except in the event of an emergency. <p>Child Protection</p> <ul style="list-style-type: none"> • Employees must never use location-based apps while working with enrolled children or post details on any social media regarding excursions or upcoming social outings.
Outside of Hours Contact	<ul style="list-style-type: none"> • Contact between employees and enrolled families outside of Heritage hours, including via social media such as Facebook, is not recommended and must be considered for appropriateness, in order to maintain a professional relationship. • Employees are encouraged to set their Facebook profiles to 'private' and not to 'friend' enrolled families. Exceptions may include if they are already close friends with an enrolled child's parents outside of Heritage or becomes Facebook friends once the child is no longer in their care. • Where employees choose to socialise with families in their homes outside of work hours, they must maintain a professional approach and at all times respect the privacy and confidentiality of others in the Heritage community and keep work-related discussions to the workplace. • Where employees choose to accept secondary employment from enrolled families, eg, mentoring, tutoring, or caring for enrolled children out of hours, they must maintain a professional approach and at all times respect the privacy and confidentiality of others in the Heritage community and keep work-related discussions to the workplace. • Where there are unusual circumstances, these guidelines may not apply, e.g., a pre-existing relationship between an employee and young person/family.
Gifts	<ul style="list-style-type: none"> • Any gift received or given to children by employees must be considered appropriateness and whether it may adversely impact on that child, other enrolled children or person in the Heritage community. • Gift giving may be considered appropriate if an educator is invited to attend a party out of hours, however, this is not recommended. • Inappropriately giving gifts, such as expensive gifts can be interpreted as sexual grooming behaviour in the form of persuading a child/group of children that they have a 'special' relationship.



The Heritage Code of Conduct/Ethics

On joining the Heritage community, educators agree to act according to our Code of Conduct/Ethics.

Heritage Code of Conduct/Ethics Core Principles

- Each child has unique interests and strengths and the capacity to contribute to their communities.
- Children are citizens from birth with civil, cultural, linguistic, social and economic rights.
- Effective learning and teaching is characterised by professional decisions that draw on specialised knowledge and multiple perspectives.
- Partnerships with families and communities support shared responsibility for children's learning, development and wellbeing.
- Democratic, fair and inclusive practices promote equity and a strong sense of belonging.
- Respectful, responsive and reciprocal relationships are central to children's education and care.
- Play and leisure are essential for children's learning, development and wellbeing.
- Research, inquiry and practice-based evidence inform quality education and care.

In relation to children, I will:

- Act in the best interests of all children.
- Create and maintain safe, healthy, inclusive environments that support children's agency and enhance their learning.
- Provide a meaningful curriculum to enrich children's learning, balancing child and educator-initiated experiences.
- Understand and be able to explain to others how play and leisure enhance children's learning, development and wellbeing.
- Ensure childhood is a time for being in the here and now and not solely about preparation for the future.
- Collaborate with children as global citizens in learning about our shared responsibilities to the environment and humanity.
- Value the relationship between children and their families and enhance these relationships through my practice.
- Ensure that children are not discriminated against on the basis of gender, sexuality, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin.
- Negotiate children's participation in research, by taking into account their safety, privacy, levels of fatigue and interest.
- Respect children as capable learners by including their perspectives in teaching, learning and assessment.
- Safeguard the security of information and documentation about children, particularly when shared on digital platforms.

In relation to families, I will:

- Support families as children's first and most important teacher and respect their right to make decisions about their children.
- Listen to and learn with families and engage in shared decision making, planning and assessment practices in relation to children's learning, development and wellbeing.
- Develop respectful relationships based on open communication with the aim of encouraging families' engagement and to build a strong sense of belonging.



- Learn about, respect and respond to the uniqueness of each family, their circumstances, culture, family structure, customs, language, beliefs and kinship systems.
- Respect families' right to privacy and maintain confidentiality.

In relation to colleagues, I will:

- Encourage others to adopt and act in accordance with this Code and take action in the presence of unethical behaviours.
- Build a spirit of collegiality and professionalism through collaborative relationships based on trust, respect and honesty.
- Acknowledge and support the diverse strengths and experiences of colleagues in order to build shared professional knowledge, understanding and skills.
- Use constructive processes to address differences of opinion in order to negotiate shared perspectives and actions.
- Participate in a 'lively culture of professional inquiry' to support continuous improvement.
- Implement strategies that support and mentor colleagues to make positive contributions to the profession.
- Maintain ethical relationships in my online interactions.

In relation to communities, community and society I will:

- Learn about local community contexts and aspirations in order to create responsive programs to enhance children's learning, development and wellbeing.
- Collaborate with people, services and agencies to develop shared understandings and actions that support children and families.
- Use research and practice-based evidence to advocate for a society where all children have access to quality education and care.
- Promote the value of children's contribution as citizens to the development of strong communities.
- Work to promote increased appreciation of the importance of childhood including how children learn and develop, in order to inform programs and systems of assessment that benefit children.
- Advocate for the development and implementation of laws and policies that promote the rights and best interests of children and families.

In relation to the profession, I will:

- Base my work on research, theories, content knowledge, practice evidence and my understanding of the children and families with whom I work.
- Take responsibility for articulating my professional values, knowledge and practice and the positive contribution our profession makes to society.
- Engage in critical reflection, ongoing professional learning and support research that builds my knowledge and that of the profession.
- Work within the scope of my professional role and avoid misrepresentation of my professional competence and qualifications.
- Encourage qualities and practices of ethical leadership within the profession.
- Model quality practice and provide constructive feedback and assessment for students as aspiring professional.
- Mentor new graduates by supporting their induction into the profession.
- Advocate for my profession and the provision of quality education and care.



Acknowledgement of Heritage Code of Conduct/Ethics

I _____ have read and fully understand the Code of Conduct/Ethics at Heritage Early Childhood Centre, as outlined in the Educator Handbook.

Signed _____ Date ____/____/____

Agreement of Employment Terms

I _____ have read and fully understand the requirements of my employment at Heritage Early Childhood Centre, as outlined in the Educator Handbook.

By signing this agreement, I am stating that I understand both the roles and responsibilities of an educator employed by Heritage Early Childhood Centre, and the policies and procedures in place for failure to abide by these roles and responsibilities.

Signed _____ Date ____/____/____

This acknowledgement will be photocopied and kept on your employment record in the office.