

Lilly Pilly Little School Policies



QUALITY AREA FOUR- STAFFING ARRANGEMENTS

12/11/2022

Monitoring and Review

These policies are to be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review these Policies every two years.

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

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

QUALITY AREA 4: STAFFING ARRANGEMENTS

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STAFF QUALIFICATIONS.....

Lilly Pilly is staffed by the following:

NOMINATED SUPERVISOR: Early Childhood Degree

EDUCATIONAL LEADER: Early Childhood Degree

ROOM LEADERS: Early Childhood Degree

ASSISTANTS: Early Childhood Diploma

SUPPORT TEACHERS: Cert 111.

Staff at Lilly Pilly Little School are employed under the Miscellaneous Workers Kindergartens and Child Care Centre's (NSW) Award and Teacher's (Non government, Early childhood services centres other than preschools) NSW Award. Staff are paid accordingly under conditions of the current awards.

Statement of Commitment Policy...

The following is the Statement of Commitment which staff should be committed to...

As an individual who works with young children, I commit myself to furthering the values of early childhood education. To the best of my ability, I will:

- ♥ ensure that programmes for young children are based on current knowledge of child development and early childhood education
- ♥ respect and support families in their task of nurturing children
- ♥ respect colleagues in early childhood education
- ♥ serve as an advocate for children, their families, and their teachers in community and society
- ♥ maintain high standards of professional conduct
- ♥ recognise how personal values, opinions and biases can affect professional judgement
- ♥ be open to new ideas and be willing to learn from the suggestion of others
- ♥ continue to learn, grow and contribute as a professional
- ♥ honour the ideals and principles of Lilly Pilly Community Preschool

The Statement of Commitment expresses those basic personal commitments that individuals must make in order to align themselves with the profession's responsibilities.



At Lilly Pilly Little School we employ loyal, caring and capable staff who bring to the centre different qualities, qualifications and experiences to implement our parent and staff policies and our philosophy. Qualified staff are always present at the centre. Ongoing training and support for staff will be offered and will enhance our centre as a whole. Regardless of previous training, experience and education, staff are expected to continue to update their knowledge on early childhood education, child protection, nutrition and first aid.

Lilly Pilly Little School has a highly regarded reputation. This has been established by the staff displaying professional attitudes when dealing with parents, children, colleagues, other centres, media, licensing departments and other government departments. Staff are expected to behave in a professional manner whenever representing the centre.

Our staff at Lilly Pilly Little School will observe a code of conduct and ethics relating to confidentiality, impartiality, tolerance and discipline, bearing in mind the responsibilities that have been entrusted to them as professional caregivers. Staff evaluations will take place on a regular basis. The current award that the centre is under is complied with.

The licensed number of children at this centre is 30 three to five year olds.



STAFFING ARRANGEMENTS POLICY

Our Service aims to engage educators, staff and Nominated Supervisors who have the qualifications and experience to develop warm, nurturing, and respectful relationships with children. We are committed to ensuring that children's health, safety, and wellbeing is protected at all times through providing appropriate and effective supervision according to legislated ratios and best practice. Our educators, in collaboration with our Educational Leader, design and implement programs that support children's participation and engagement, interests, learning, and development.

PURPOSE

Under the Education and Care Services National Regulations, the approved provider must ensure that policies and procedures are in place in relation to staffing arrangements (regulation 168) and take reasonable steps to ensure those policies and procedures are followed. (ACEQA 2021).

SCOPE

This policy applies to staff, educators, approved provider, nominated supervisor, management, students, and volunteers at the Service.

IMPLEMENTATION

Our Service will comply with the required educators to child ratios, taking into consideration qualification requirements and experience, implement the required staffing requirements and ensure all staff adhere to our Code of Conduct.

Our Service will comply with the National Quality Framework and ensure 50 percent of educators meet the relevant Diploma qualification requirement or be actively working towards an approved diploma level education and care qualification. All other educators are *'suitably*



qualified persons who are required to have at least an approved certificate III level education and care qualification or be actively working towards their qualification.

Early Childhood Teacher

An Early Childhood Teacher (ECT) is a person with an approved early childhood teaching qualification in accordance with ACECQA's qualification list. A record must be kept containing the period the early childhood teacher is working directly with children.

- Our Service employs 2 ECT 5 days per week, 1 for each Playroom
- If an ECT is absent due to short term illness or leave, the following persons can be taken to be the Early Childhood Teacher:
 - a person who holds a primary teaching qualification
 - a person who holds an approved diploma level qualification
(this applied for up to 60 days in a 12-month period only)

Our Service will employ an early childhood teacher in accordance with the following requirement based on the number of children enrolled at our service:

- One early childhood teacher must be in attendance at all times.

Educational Leader

The Educational Leader has an influential role in inspiring, motivating, affirming, and challenging or extending the practice and pedagogy of educators. It is a joint endeavour involving inquiry and reflection, which can significantly impact on the important work educators do with children and families.

- The Approved Provider will nominate a qualified and experienced educator to take on the Educational Leader role and responsibilities.
- The Educational Leader will keep a record about how they mentor and guide educators of the Service to ensure continuous improvement.
- The Educational Leader will guide educators to provide a compliant and rich program.

Nominated Supervisor

The Nominated Supervisor is a suitable person appointed by the Approved Provider who is placed in day-to-day charge of an approved Service. The Approved Provider must provide

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Quality Area 4 Staffing Arrangements



sufficient evidence and information to demonstrate compliance to the Regulatory Authority of the suitability of this person. Nominated Supervisors have a range of responsibilities under the National Law and Regulations including programming, supervision and safety of children, entry to and exit from the premises, food and beverage, administration of medication, excursions, staffing, sleep, and rest.

The Approved Provider will display the name of the Nominated Supervisor in a place that is clearly visible to staff, educators, families and visitors.

The Approved Provider will notify the regulatory authority at least seven days prior to the Nominated Supervisor starting or as soon as practicable (not more than 14 days)

- The Nominated Supervisor must be 18 years of older
- The Nominated Supervisor must have successfully completed Child Protection training
- The Nominated Supervisor is responsible for the day-to-day management of the Service, ensuring compliance with the National Law, National Regulations, National Quality Standards and Family Assistance Law.
- The Nominated Supervisor will accept the role in writing, to ensure they have a clear understanding about their role and responsibilities
- The Nominated Supervisor will ensure the Service program is reflective of the approved learning framework, incorporate the children's developmental needs, interests, and experiences, and consider the individual differences and needs of each child.
- The Nominated Supervisor will adhere to Service policies ensuring a safe and healthy environment is provided.

Responsible Person

A Responsible Person is required to be physically present at the Service at all times that children are being educated and cared for. The Responsible Person can be the Approved Provider, or a person with management or control placed in day-to-day charge of the Service. The Responsible Person must be at least 18 years old and have adequate knowledge and understanding of the provision of education and care to children.

- Our Service will ensure there is always a Nominated Supervisor or Responsible Person on the premises when children are being educated and cared for.



- Our Service will clearly communicate the Responsible Person on duty with families, educators, staff and visitors by displaying this information in the foyer or reception area.
- The Responsible Person will adhere to Service policies and procedures and maintain a safe and healthy environment for children
- The Responsible Person will always act with professionalism when dealing with children, educators, visitors, and families.
- All Responsible Persons will accept the role in writing, to ensure they have a clear understanding about their role and responsibilities
- The Responsible Person must have a history of compliance with Education and Care National Law

Approved First Aid Qualifications

- The Approved Provider is required to ensure at least one staff member, or one Nominated Supervisor holds current qualifications for first aid, anaphylaxis management and emergency asthma management training.
- The Approved Provider must ensure at least one staff member, or one Nominated Supervisor be in attendance at any place children are being educated and cared for by the Service and be immediately available in an emergency and hold the mandatory qualifications for:
 - an ACECQA approved first aid qualification and
 - anaphylaxis management and
 - emergency asthma management training.(Approved qualifications are published on the ACECQA website)
- Services must have staff with current approved qualifications on duty at all times and be immediately available in an emergency.
- It is the staff and educator's responsibility to ensure they maintain current First Aid, Asthma, and Anaphylaxis Training certificates and provide the Service with a copy of the certificate. Staff and educators must ensure they participate in training prior to the expiration date on their certificates.

Working with Children Check

A Working With Children Check (WWCC) is a requirement for people who work or volunteer in child-related work. It involves a national criminal history check and a review of findings of



workplace misconduct. Cleared applicants are subject to ongoing monitoring and relevant new records may lead to the clearance being revoked.

- To comply with National Regulations for those undertaking paid or voluntary child-related work all employees of the Service will acquire a Working with Children Check
- Management will keep a record of the expiry date of the Working With Children Check for all staff, volunteers and students
- Management will ensure the Working With Children Checks are verified before Nominated Supervisors or Responsible Persons are engaged at the Service.
- Management will ensure any notifications or concerns regarding a person's Working With Children Check are recorded and steps taken immediately to ensure the person is not working directly with children in accordance with directions from the **Office of the Children's Guardian**.

Staff Record

- Approved Services must keep information about the Nominated Supervisor, Responsible Person, Educational Leader, staff, volunteers, and students at the Service
- Details must include evidence of staff and educators working directly with children, their qualifications and training information and Working with Children Check verification number and expiry date
- All staff, educators, students, volunteers, and visitors are required to sign in and out each day

Adequate Supervision

Adequate supervision is a consideration for any part of the Service premises where children are educated and cared for and is part of every educator's Duty of Care. Educators are required to ensure that children are in sight and/or hearing at all times, demonstrating that the best interest of children is being provided for. This includes toileting, sleep, rest & transition routines.

- Our Service will comply with educator to child ratios outlined in National Legislation and National Quality Framework
- Educators are required to adhere to the Service's *Supervision Policy* and floor plan to maintain effective supervision



- Educators will always be able to observe each child, respond to individual needs and attend to children as necessary
- Educators will adjust their level of supervision depending on the area of the Service and the skills, age, dynamics, and size of the group of children being supervised
- When supervising outdoors, educators will position themselves so as to be able to see as much of the play area as possible
- Where there are water activities or high-risk experiences, educators will ensure close supervision is maintained
- Children will be adequately supervised whilst sleeping or resting
- Children will be supervised when hand washing and during toileting times.
- Educators will communicate with other staff and educators about their supervision points, offer advice and support to ensure children's safety is of the highest priority at all times.
- Supervising educators will give their complete attention to the children and not perform other duties or tasks.
- Unless briefly discussing child or Service concerns, educators will not congregate together either inside or outside.
- Educators will interact with children where pedagogically appropriate whilst supervising.

Working directly with children

National Regulations state that an educator cannot be included in calculating the educator to child ratio of a centre-based Service unless the educator is working directly with children. A record must be kept of educators working directly with children which includes the name of each educator and the hours each educator works directly with children being educated and cared for by the Service.

- To ensure compliance with regulations, we will only include educators in the educator to child ratio who are working directly with the children and ensure a current roster and a sign on/sign off record are available to verify this.
- The approved provider must ensure that a record is kept indicating the period of time an early childhood teacher and each suitably qualified person is working directly with children.

Rosters

- Our Service will ensure the roster and routine provides adequate supervision of children at all times.



- Rosters will be created to provide children with continuity of care to support children's development of secure relationships and contribute to their wellbeing.
- Where possible, casual staff will be chosen from a pool of regular educators with whom the children are familiar to provide continuity of care.

Volunteers and Students

- The Approved Provider will ensure that volunteers and students meet any requirements for Working With Children Checks/Clearance, or teacher registration
- At no time will volunteers and/or students be left alone with a child or group of children or be included in the educator to child ratio.

All volunteers and students will be inducted into the Service to ensure they adhere to the Service's policies and procedures, Statement of Philosophy and Code of Conduct

Privacy

- Educators will adhere to the Service's *Privacy and Confidentiality Policy* and Privacy Law in relation to children and their families, or matters relating to the Service and will at no time take part in inappropriate or unlawful conversations or discussions.
- The Nominated Supervisor will ensure that students and volunteers are made aware of the Service's *Privacy and Confidentiality Policy* and Privacy Law during their initial induction.
- All staff, educators, volunteers and students are provided with information about the ECA Code of Ethics.

Staff Recruitment

Our Service will ensure a rigorous recruitment process is followed to select the best staff possible based on skills, qualifications, experience and suitability for the position available. Each role will refer to the appropriate position description during recruitment and the probation period to ensure applicants are suitable for the role and position.

All potential staff will participate in robust interviews and have reference checks completed before an offer of employment is presented. Reference checks will take into consideration the suitability of the applicant for the role, previous experience and their commitment to child safe practices.



All potential staff are subject to maintenance of a valid Working With Children Check (WWCC) and appropriate qualifications. Valid first aid, asthma and anaphylaxis management, and current Child Protection Refresher qualifications are also required.

All new staff will undergo a probation period of three (3) months, during this time they will participate in an induction and orientation program and hold regular discussions regarding their performance with an appointed mentor.

Staff induction includes provision of the Service's policies and procedures, code of conduct, Child Safe Standards, child protection, Work Health and Safety guidelines, behaviour guidance, service routines, human resource documentation, physical environment and communication with family's processes.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.
4.1.1	Organisation of Educators	The organisation of Educators across the Service supports children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of Educators at the Service.
4.2	Professionalism	Management, Educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, Educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional Standards	Professional standards guide practice, interactions and relationships.



RELATED POLICIES

Code of Conduct Policy	Privacy and Confidentiality Policy
Child Protection Policy	Professional Development Policy
Child Safe Environment Policy	Responsible Person Policy
Dealing with Complaints Policy	Recruitment Policy
Emergency and Evacuation Policy	Safe Transportation Policy
Excursion/Incursion Policy	Sleep and Rest Policy
Governance Policy	Supervision Policy
Incident, Injury, Trauma and Illness Policy	Student and Volunteer Policy

Source

Australian Children's Education & Care Quality Authority. (2014).
 ACECQA. (2021). Policy and procedure guidelines. *Staffing Guidelines*.
 Department of the Officer of the Privacy Commissioner: www.privacy.gov.au
 Early Childhood Australia Code of Ethics. (2016).
 Education and Care Services National Law Act 2010.(Amended 2018).
 Education and Care Services National Regulations. (2011).
 Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2018)
 Guide to the National Quality Framework. (2017). (amended 2020).
 Office of the Children's Guardian: <https://www.kidsguardian.nsw.gov.au/child-safe-organisations/working-with-children-check>
 Revised National Quality Standard. (2018).



Determining Responsible Person

Introduction

The Education and Care Services National Law determines that a responsible person must be physically present at a centre based service at all times that an Approved service operates.

Goals:

A responsible person will be on the premises at all times, and the details of the responsible person at any time will be clearly displayed for educators, staff and families.

The process for determining the responsible person will be clear to all educators and staff, and followed at all times.

Details of the person responsible are documented and displayed for all users of the service.

Strategies:

A service must always have a responsible person physically present at all times.

A responsible person can be:

- ♥ The APPROVED PROVIDER – if this is an individual. If it is an organisation or company then someone with management and control of the service.
- ♥ The NOMINATED SUPERVISOR – this is a person with a Supervisor's Certificate designated by the service as the Nominated Supervisor.
- ♥ A CERTIFIED SUPERVISOR who has been placed in day-to-day charge of the service.

The Approved Provider will:

- ♥ Ensure Nominated Supervisors and Certified Supervisors have a clear understanding of the role of the Responsible person;
- ♥ Ensure the responsible person is appropriately skilled and qualified;
- ♥ Ensure a responsible person is physically present at the centre. A substitute for the responsible person will be in present where a Waiver is in place.

The Nominated Supervisor or delegated authority will:

- ♥ Arrange for the keeping of a "responsible person record". This record will document the current responsible person.
- ♥ The name of the responsible person will be displayed in the main entrance at the service.
- ♥ Develop rosters in accordance with the availability of responsible persons, centre operation and attendance patterns of children.



Evaluation : A responsible person is physically present at the centre at all times and this is documented and displayed.

Related Legislation

- Education and Care Services National Law Act 2010: Part 6, 56, 161, 161A, 162, 162A, 172, 291(5)
- Education and Care Services National Regulations: Regulations 35, 46-49, 117 (A) (B) (C), 146, 168(2)(i) (ii), 173, 176(2)(c)

Related Guidelines, Standards, Frameworks

- National Quality Standard, Quality Area 4: Staffing Arrangements – Standard 4.1
- National Quality Standard, Quality Area 7: Governance and Leadership – Standard 7.1

Sources

- Australian Children's Education and Care Quality Authority (ACECQA)– www.acecqa.gov.au Information Sheets
- ACECQA Guide to the National Law and National Regulations
- ACECQA Compliance History Statement
www.acecqa.gov.au/resources/applications/sample-forms-and-templates
- Education and Care Services National Regulations 2011



STAFF CODE OF CONDUCT

Introduction

This policy relates to conduct within the care and education services.

Ethical conduct guides the behaviour and decisions within the care and education setting and is founded in respect for, and the valuing of children, families, educators and staff, and the extended service community.

Goals:

The centre community will uphold the highest standards in ethical conduct in accordance with the ECA Code of Ethics (2010) The United Nations Convention on the Rights of the Child (1989) and service philosophy and policy.

Strategies:

- ♥ *Educators and staff will be familiar with the legislation and statutory documents that apply to their role with children, families and other staff in the centre.
- ♥ *Educators and staff will be familiar with the ECA Code of Ethics and service philosophy. This will guide conduct and decision making within the centre.*Ethical conduct and decision making will occur with reference to legislation and statutory documents and through a process of critical reflection. Decision making processes will be clear and the service director/ coordinator will be accountable for decisions and able to demonstrate how those decisions are made.
- ♥ *The Provider and Nominated Supervisor of the service ensure all Educators and staff are made aware of their obligations through personal discussions, staff meeting activities and opportunities to critically reflect upon ethical practice.

The service community will work together in the best interests of the children and families and will act in a manner that will enhance the standing of the early childhood sector. This involves a full understanding of role responsibilities and obligations combined with collegial practice and collaborative decision making.

Evaluation

Educators, staff and volunteers in the service will conduct themselves in an ethical manner through clear processes in accordance with legislative and statutory guidelines.



The Code of Conduct reflects our commitment to working together to promote an ethical, respectful, just and responsible organisation.

The Code enables us to carry out our respective roles and responsibilities in a way that promotes a better working environment for ourselves and for everyone with whom we come in contact with.

The Code of Conduct is an important reference document that outlines the behavioural expectations of all staff, committee/board, parents, members and other stakeholders.

The document is intended to be used as a tool to assist in developing and enhancing effective relationships.

In addition behaviours which are contrary to the spirit of this Code will result in action being taken under our disciplinary or related policy.

Under each of the overarching statements, a list of behaviours which would positively enhance or undermine our values is set out. These behaviours are not exhaustive and are included to encourage reflection on the impact our individual behaviours have on relationships within and external to the office and our contribution to building a positive work environment.

Being Ethical : We accept people as they are.

Examples of behaviours that reinforce our value of being ethical:

- ♥ Treating people as we would like to be treated
- ♥ Treating everyone fairly and with sensitivity
- ♥ Striving to support those that need support
- ♥ Seeing a situation from another person's point of view
- ♥ Striving to meet the needs of others in a timely and respectful manner

Examples of behaviours that conflict with our value of being ethical:

- ♥ Shouting, belittling or insulting others
- ♥ Ignoring people when they seek help
- ♥ Being unwilling to listen to someone's side of the story
- ♥ Being critical and judgemental of others



JUSTICE: We act with integrity and believe that everyone has the right to be treated fairly and without discrimination.

Examples of behaviours that reinforce our value of JUSTICE:

1. Behaving honestly in all duties.
2. Dealing with all matters in a consistent, prompt, transparent, reasonable and non discriminatory manner.
3. Maintaining confidentiality.
4. Avoiding situations where private interests interfere with the performance of official duties.
5. Having due regard for the resources we use in our work and using them efficiently.
6. Ensuring our words and actions reflect our values.

Examples of behaviours that conflict with our values:

1. Behaving towards others and colleagues in a way that is offensive or leads to embarrassment or hurt.
2. Issuing information in an inappropriate or unethical way when performing our duties.
3. Seeking or accepting gifts from others for services performed which might compromise or appear to compromise the manner in which we fulfil our role.
4. Stealing from the workplace or from those we come in contact with

DIGNITY: We treat all people with care and acknowledge that each person is unique.

Examples of behaviours that reinforce our value of DIGNITY:

1. Respecting the dignity and value of each human person.
2. Recognising that everyone has diverse needs and issues – physical, emotional, psychological and spiritual.
3. Trying at all times to refer to people by their correct names and titles.
4. Upholding a person's right to privacy and confidentiality when dealing with information about them.

Examples of behaviours that conflict with our values:

1. Harassing people or discriminating against them on the grounds of their



race, age, religion, disability or sexuality.

2. Talking about other people behind their back in an inappropriate and disrespectful way, via words, actions or gestures.

EXCELLENCE: We excel in all that we do so we can positively promote the work of LILLY PILLY LITTLE SCHOOL.

Examples of behaviours that reinforce our value of excellence.

1. Ensuring that, to the best of our ability, we commit to seeing a task through to the end.
2. Owning up to our mistakes and learning from the experience.
3. Being efficient and economical in the use and management of resources.
4. Having pride in our work, our workplace and our appearance.
5. Providing a framework within which we exercise personal accountability.
6. Being flexible when presented with alternative ideas.
7. Encouraging innovation in the pursuit of better results.
8. Doing what we say we will do, fulfilling our promises and commitments.
9. Maintaining a clean, professional and safe environment that shows we value people.

Examples of behaviours that conflict with our value of excellence:

1. Tolerating inefficient or mediocre performance.
2. Ignoring safety hazards in the workplace.
3. Refusing to accept a challenge related to work practice or performance improvement.
4. Addressing issues only when they become critical.
5. Believing that 'my way is the only way' of doing things and being closed to ways of improving our work.

UNITY: We create a workplace in which we collaborate with respect as a sign that we value one another.

Examples of behaviours that reinforce our value of UNITY :

1. Being open to the ideas and contributions of others.
2. Maintaining positive relationships with those with whom we come in contact with.
3. Sharing information, knowledge and expertise with colleagues.



4. Recognising and acknowledging those who have performed well.
5. Assisting a colleague with a task rather than looking the other way.
6. Creating an environment which fosters and encourages change, growth and trust.
7. Consulting with colleagues when dealing with issues or challenges.

Examples of behaviours that conflict with our value of UNITY:

1. Taking credit for the work of others.
2. Spreading gossip.
3. Refusing to help another person who needs assistance.
4. Keeping information to one's self when it would be better to share it with colleagues.
5. Resisting or avoiding the opportunity to reconcile differences²⁰.

COURTESY: We treat people with courtesy and do all we can to assist each other

Examples of behaviours that reinforce our value of courtesy:

1. Treating everyone with courtesy and respect.
2. Doing our best to make people feel welcome.
3. Acting in a way that makes a person feel safe and at ease.
4. Creating an atmosphere of personal friendliness.

Examples of behaviours which conflict with our value of courtesy

1. Responding to a person with disinterest or lack of concern.
2. Knowingly make a person feel inadequate or embarrassed.
3. Ignoring individuals when they ask for help.

RESPECT: We uphold the worth and dignity of all people

Examples of behaviours that reinforce our value of respect:

1. Treating those we meet with respect, courtesy and sensitivity.
2. Valuing the competence and expertise of our colleagues.
3. Having an understanding response to inadvertent mistakes.
4. Respecting a person's right to make choices.



5. Communicating in a way that fosters trust and encourages others to speak openly.

Examples of behaviours that conflict with our value of respect.

1. Showing disrespect for another person.
2. Being dismissive of an individual's ideas, suggestions or beliefs.
3. Acting in an aggressive or bullying manner.
4. Being unwilling to engage in communication that will contribute to a better working relationship with colleagues and members.

I understand the Code of Conduct and how the values apply to myself, my colleagues and the people I interact with.

I commit to implementing the Lilly Pilly Little School's Code of Conduct and behaving in a manner that is consistent with its values .

To taking responsibility for reporting improper conduct or misconduct which has been, or may be occurring in the workplace.

I will report the details to the Director/Nominated Supervisor or Management Committee.

To taking responsibility for contributing in a constructive and positive way to enhance positive work practices and the reputation of Lilly Pilly Little School.

Name:

Signed:

Date:

Date for Review:

This resource is provided by the Department of Education as part of the Early Childhood Education Sector Development Program



Related Legislation

- Education and Care National Law Act 2010
- Education and Care Services National Regulations 2011: 168 (2)(i)(i)

Related Guidelines

- National Quality Standard, Quality Area 4: Staffing Arrangement – Standard 4.1, 4.1.1, 4.1.2

Sources/Useful Resources

- Australian Children's Education and Care Quality Authority (ACECQA) – www.acecqa.gov.au
- Early Childhood Australia – www.earlychildhoodaustralia.org.au
- Early Childhood Australia Code of Ethics 2016
- Australian Government Department of Employment – <https://www.employment.gov.au>
- Department of Education and Communities – www.dec.nsw.gov.au
- UN Convention on the Rights of the Child



STAFF GUIDELINES...

Staff are to encourage children to be independent, to care for themselves, their belongings, dress themselves and to pack away toys after playing. Staff at Lilly Pilly Community Preschool assist children in need of help, but try not to do all the tasks for them. Children are to store their own shoes and socks in their lockers. Children are encouraged to help tidy up and pack away. Staff give them jobs they are capable of doing and rewarding when necessary. Staff are to ensure children wear aprons for painting and messy activities. We also make sure their sleeves are pulled up and out of the way. When writing the child's name on their work, we make sure it is spelt correctly and neatly written. At Lilly Pilly Community Preschool, the staff clean up as they go and wipe spills as they happen. We aim to maintain a reasonable balance of order and tidiness to encourage constructive play. Staff encourage safe practices in children when handling equipment (e.g. not tipping a puzzle out on the floor) We encourage children to observe these sorts of practices. If they need some help, we assist where we can. We encourage all children to respect all books, toys and belongings. They are not to be thrown around or walked on top of. For safety reasons, children may need to be reminded that outside time is for running and inside time is for walking. Children are also encouraged to take care of their environment at Lilly Pilly Community Preschool. We pick up dropped papers, both inside and out, and place in a suitable garbage or recycling bin.

STAFF MEETING POLICY

Staff are to aim to clean up their rooms by 3.30pm for a meeting from 3.30pm to 4pm everyday to discuss the days events and reflect on practices and any issues. Parents and children's issues raised must remain confidential amongst staff.

STAFF PHONE CALL POLICY...

Staff may use the telephone for personal phone calls during the day during their lunch break but calls are to be kept to a minimum duration as it is a business telephone. Only in emergency situations will a staff be permitted to take a personal phone call during work hours. Mobiles are to be kept in lockers during working hours.

STAFF LATENESS POLICY...

In order for Lilly Pilly Community Preschool to function efficiently, staff must be in the building during their set working hours. This is essential due to state licensing regulations. Staff lateness can cause unnecessary stress on the children, the program and other staff members. Employees are to



make it a habit to arrive prior to the scheduled commencing time. In the case of an unavoidable incident, staff must make an effort to telephone the centre if they are aware that they are going to be late. Starting time is not the same as the arrival time. It is the time you are ready and available to commence working in your main room. Continual lateness is not fair on colleagues. It could result in a written warning.

STAFF DISMISSAL POLICY...

There are many factors involved in the dismissal of employees, including the possibility that a dismissed employee may seek redress, either through the industrial relations system or through the courts, in the form of either reinstatement or compensation by way of damages. Therefore, it is extremely important that centre obtain a current copy of the booklet "Dismissal of Employees" published by the Employers' Federation of NSW, available from The Association of Child Care Centres of NSW Inc. This booklet outlines procedures to be undertaken regarding dismissal and the procedures should be strictly adhered to.

STAFF DISCIPLINE OF CHILDREN POLICY...

No physical punishment of any kind will be permitted or used at Lilly Pilly Little School. When handling children, positive reinforcement is to be used. We give clear instructions or explanations and make sure that children understand what is expected of them. Be consistent but not inflexible. You may have to remind the child constantly about certain limits, etc, but stick to it, speak quietly, clearly and allow the child time to respond before speaking again.

Be aware of sound that may mean play is getting out of control (yelling, crashing, etc). Direct children to other activities. Guide behaviour by giving positive direction and be constant where limits are set. For example, "If you throw sand, it may get in someone's eyes and hurt them. I can't let that happen, you will have to play somewhere else". Always give a reason for discipline. Give praise and encouragement to the children - be positive when talking to children. For example, "I am happy to see you help pack away", or "That is a great painting you're doing".

We ask and indeed expect children to respect and listen to their elders. So too, we adults must show respect to the children. For example, when children are speaking to us, to another staff member or to other children, please do not interrupt them without showing respect for them, saying "Please excuse me, Johnny! But I need to say something very quickly to Miss Robyn. Thank you!" Most importantly, remember to laugh and enjoy yourself with the children. If you are encountering difficulties in disciplining a particular child, then please see the Education Leader or Nominated Supervisor immediately to discuss further.



GRIEVANCES RELATED TO WORK PERFORMANCE:

This procedure will be conducted by members of the management committee in conjunction with the director. Should concerns involve the director, grievances should be raised directly with the management committee. There are 3 stages in this grievance procedure:

Stage 1: Counselling

The employee will be informed of the grievance relating to the areas of concern. Direction on ways to correct work performance will be given at this time. Notes regarding the counselling session will be taken as a future record if further action is required.

Stage 2: Written Warning

If problems with work performance persist, then a letter of concern will be issued to the employee, advising of the relevant areas, a reminder of the counseling session and what is expected of the employee to aid improvement. A review period will also be set at this time giving the employee an appropriate period to rectify the concerns (depending on the nature, 2 to 4 weeks). The review will be monitored in conjunction with the employee on a weekly basis to gauge and provide feedback of progress. The review period may not apply if concerns involve actions which are of a more serious nature and are not acceptable at any time. The employee, upon receipt of the letter will be offered sufficient time to read and consider the stated grievances. A meeting will then be called to further discuss the grievances at which time the employee may wish to have union representation.

Stage 3: Final Written Warning

This stage involves a further and final warning again outlining the concerns, counseling and warning sessions to date, expectation on ways to improve performance and a reminder that this is the final warning and that further concerns will result in reconsideration of the employment. It is the right of the staff member to have union representation at any point throughout this procedure.



VOLUNTEERS & STUDENTS & RELIEF STAFF

Introduction

Visitors to care and education settings are a regular occurrence. Family members or potential families want to visit a service when deciding on care for their children. Students attend practicum periods, volunteers may choose to spend time in the service along with maintenance personnel, educators and staff from other services and other authorised volunteers.

The presence of visitors at the service must be monitored and documented.

The service encourages student and volunteer participations as we are committed to assisting students gain valuable experience in early childhood settings.

Goals:

- ♥ *Records relating to visitors and students to our service will be maintained.
- ♥ *Educators and staff will abide by regulatory protocol when visitors are in the service.
 - to demonstrate appropriate dress, behaviour and language at all times, including hat to be worn during outdoor play times
 - to demonstrate reliability in starting and finishing times and any commitments made to children, parents and staff
- to demonstrate familiarity with the centre timetable, routines and activities to understand the centres' philosophy, aims and goals

Strategies:

The Approved Provider, Nominated Supervisor or Certified Supervisor will:

- *Maintain a visitors book and request sign in of all visitors to the service;
- *Ensure educators and staff understand the regulatory and ethical guidelines relating to visitors at the centre and will provide an induction protocol for all staff to use with visitors;
- *Keep a record of all volunteers and students who spend time in the service. The record will include: full name; address; date of birth; date and hours of each volunteer or student who participates in the program;
- *Be aware of protocols and guidance supplied by universities, TAFEs or RTOs in relation to participating students.

Educators and staff will:

- ♥ Welcome visitors to the service and seek information on their reason for visiting;



- ♥ Direct visitors appropriately and make the Nominated or Certified Supervisor aware of a visitor presence in the service;
- ♥ Welcome family and friends to visit and participate at any time.

Families will:

- ♥ Be aware of who they are providing access to the service for when they enter themselves and are requested to be aware of unknown visitors and to direct them accordingly.

Evaluation

All educators and staff will maintain a safe and secure environment for other staff, the children, families and visitors to the service.

Confidentiality must be practiced in relation to any information concerning the centre, the children, the staff, the parents and their families.

Related Legislation

- Education and Care National Law Act 2010: Clause 13(c)
- Education and Care National Regulations
- Child Protection (Working With Children) Act 2012 NSW

Related Guidelines, Standards, Frameworks

- National Quality Standard, Quality Area 4: Staffing Arrangement – Standard 4.2
- National Quality Standard, Quality Area 7: Governance and Leadership – Standard 7.1, 7.1.3

Sources

- Australian Children's Education and Care Quality Authority (ACECQA) - www.acecqa.gov.au

NSW Office of the Children's Guardian - www.kidsguardian.nsw.gov.au



Student, Voluntary and Relief Staff Policy...

Aim:

To provide clear guidelines for the person/s engaged at Lilly Pilly Little School, under the above titles, to abide by

Responsibilities:

- ♥ to agree to undertake the "Working With Children Check" before commencement (please see previous section, Page 48 to 59)
- ♥ to demonstrate appropriate dress, behaviour and language at all times, including hat to be worn during outdoor play times
- ♥ to demonstrate reliability in starting and finishing times and any commitments made to children, parents and staff
- ♥ to demonstrate familiarity with the centre timetable, routines and activities
- ♥ to understand the centres' philosophy, aims and goals

Procedure:

The programme

- ♥ to assist with the preparation of the environment prior to children's arrival and packing away and cleaning up
- ♥ to be aware of health and safety precautions
- ♥ care for the equipment and generally maintain a clean and tidy environment
- ♥ to demonstrate initiative when appropriate through all aspects of daily work

The staff

- ♥ communicate openly, honestly and fully with other staff members
- ♥ demonstrative effective working relationships as a role model for the children, who are developing their own social skills
- ♥ express yourself clearly and use active listening skills
- ♥ ask questions and gain clarification if unsure in a situation

The Children

- ♥ to assist children with being comfortable, relaxed, happy and involved in play and other activities
- ♥ to show interest in and extend children's play at all times
- ♥ talk to them at eye level making eye contact
- ♥ use verbal and non-verbal communication to indicate your interest in their play and activities



- ♥ recognise and respond to spontaneous learning experiences
- ♥ respond to their interests/needs in a warm, positive, friendly and respectful manner
- ♥ being a positive role model is essential
- ♥ try to anticipate difficult situations to stop problems developing
- ♥ use positive guidance and re-direction when appropriate

The Parents

- ♥ maintain respectful relationships at all times
- ♥ communicate in a friendly manner
- ♥ consult with teaching staff or refer parents to teaching staff when discussion arise, concerning children, development and when parent's are asking and/or making suggestions about the program
- ♥ become familiar with the "Code of Ethics" in children's services
- ♥ Confidentiality
- ♥ at all times. Confidentiality must be practiced in relation to any information concerning the centre, the children, the staff, the parents and their families.



SUPERVISION

National Quality Framework

This policy relates to:

Quality Area 2- Children's Health and Safety

- **Standard 2.3- Each child is protected**

Element 2.3.1- **Children are adequately supervised at all times**

INTRODUCTION

- ♥ Children must be adequately supervised at all times that they are being educated and cared for both at the service and on excursions. Supervision can prevent and reduce accidents through early detection of potential hazards and an awareness of the children, and their activities. The education and care service must prioritise regular assessment of their supervision practices in order to increase educator's awareness of their duty of care and to continuously improve supervision procedures.

GOALS:

The education and care service maintains a safe and secure environment where children are free to explore and learn more about their world. The approved provider and educators are familiar with regulatory requirements and standards regarding supervision. The education and care service encourages educators to evaluate their supervisory practices and implement plans that increase their awareness of the layout, risk management and supervisory choices within the education and care environment.

STRATEGIES:

The Approved Provider will:

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

Document Review Date Proposed 2023

Quality Area 4 Staffing Arrangements



The Nominated Supervisor will:

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

Educators will:

- ♥ Document a supervision plan and strategies for both the indoor and outdoor areas. This will assist educators to position themselves effectively for supervising the children's play. They will take into consideration the layout of the premises and grounds, any higher risk activities, the presence of any animals, the location of activities and the location of bathroom facilities.
- ♥ Inform new and relief educators about supervision arrangements and what is required of them in relation to supervising children.
- ♥ Regularly review the supervision plan and strategies to evaluate the effectiveness of the plan and its implementation by educators. The supervision plan and strategies will be displayed for families in the outdoor area.
- ♥ Seek to ensure that two educators are present/within view when working with children and when supporting children with toileting/hygiene routines.
- ♥ Arrange the education and care environment to maximise the ability of educators to supervise all areas accessible to children. Particular focus will be on gates, the fence line and doors during arrival and departure times.
- ♥ Be aware of the importance of communicating with each other about their location within the environment.
- ♥ Ensure that correct child: educator ratios are maintained throughout the education and care environment. All children will be in sight or hearing of educators at all times. No child will be left alone while eating or at toileting times.
- ♥ Supervise children during rest periods. Children will be positioned and supervised according to the Safe Sleep & Rest Times Policy.
- ♥ Ensure that hazardous equipment, machinery, and chemicals are inaccessible to children.
- ♥ Ensure that supervision arrangements are respectful and that interactions with children are meaningful. Educators will encourage children's independence while respecting individual abilities and needs.
- ♥ Scan the environment while interacting with individuals or small groups. Educators will position themselves to maximise their view of the environment and the children's play.



- ♥ Implement consistent supervision strategies and not perform other duties while responsible for the supervision of children.
- ♥ Children's safety will be the priority of all educators when supervising children.

EVALUATION

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



HARASSMENT FREE WORKPLACE

INTRODUCTION

Creating a workplace with vision and meaningful direction, consistent values and ethics will foster a positive and productive work environment free from harassment. Further, when professional standards guide educator's practices, interactions and relationships, children's learning and development, safety and wellbeing will be effectively supported.

GOALS:

Our education and care service will foster an environment of mutual respect equity and recognition of educator skills and strengths. This will be facilitated through the service philosophy and by adhering to the Early Childhood Code of Ethics and the Code of Conduct Policy. Our education and care service endeavours to define clear expectations and guidelines for educators through clear job descriptions, policies and procedures. Our service will encourage feedback and open communication to create understanding between educators and management.

STRATEGIES:

The philosophy of the education and care service will guide educator interactions and practices by providing a vision, a purpose and meaningful direction regarding goals for children and families.

The Approved Provider and/or the Nominated Supervisor will:

- ♥ Carry out an induction process for new employees at the commencement of employment. At this time, appropriate behaviours will be reinforced and discussed.
- ♥ Familiarise new employees with the Code of Conduct Policy, the Complaints and Feedback Policy and the Early Childhood Code of Ethics.
- ♥ Inform educators that inappropriate behaviours such as harassment and bullying will not be tolerated.
- ♥ Encourage educators to report inappropriate behaviours using the Complaints and Feedback Policy.
- ♥ Address all inappropriate behaviours.
- ♥ Increase educator awareness of appropriate interactions through professional development and training.
- ♥ Encourage open discussions through educator team meetings, informal conversations and at performance appraisals to clarify each educator's role within our education and care service.
- ♥ Welcome constructive feedback. Educators will be encouraged to express opinions and work collaboratively with the Nominated Supervisor and the management of the



education and care service to contribute to the success of the service and to facilitate continual improvement.

- ♥ Regularly review communication practices within the education and care service to ensure all educators are supported, empowered, and acknowledged for their contributions to the team and the service.
- ♥ Treat all educators equitably.

Educators will:

- ♥ Be involved in decision making with a clear understanding of their roles and responsibilities as defined in their job descriptions, duty lists, rosters and service policies.
- ♥ Be valued for their contributions to the education and care service program and routines.
- ♥ Be encouraged to embrace the uniqueness and diversity of their colleagues. Skills, strengths and opinions of team members will be respected and supported by all educators to create team cohesion based on respect and professionalism.

EVALUATION

Educators and Management conduct themselves in a professional manner according to the

Early Childhood Code of Ethics, the Code of Conduct and legislative guidelines.

Inappropriate behaviours including harassment and bullying are not tolerated by educators or management.



WORKING WITH CHILDREN CHECK

Aim:

To provide a service where children are safe and protected from harm; are respected and their best interests are considered and upheld at Lilly Pilly Little School at all times.

REGULATIONS:

All staff, including relief staff and students, are to be screened prior to employment for criminal record check, Working with Children Check, AVO check and relevant employment proceedings check.

Procedure:

Committee conducts this mandatory background check on all child-related employees working at Lilly Pilly Preschool and before employing new staff. Committee to notify all applicants applying for employment of the Working With Children Check process upon first contact with the Preschool. Lilly Pilly Little School is registered with the approved screening agency: Office of Children's Gaurdian NSW



Staff Health and Safety Policy...

Lilly Pilly Little School accepts the responsibilities of the Occupational Health and Safety Act and agrees to comply with the provisions in this Act. We use the "Workcover Child Care Information" book as a point of reference. This book contains information about OH&S, rehabilitation and worker's compensation.

When first employed, staff are shown the correct techniques for lifting heavier children and awkward objects to avoid back strain. Staff are also shown the correct principles of hygiene to reduce the spread of infection. Staff are expected to display proper hand washing techniques to help prevent the spread of disease or infection. They are encouraged to wash their hands after any contact with bodily fluids, blood or unclean surfaces. Staff are encouraged to stay at home if they have any sort of infectious disease.

It is a Lilly Pilly requirement that staff members all have their First Aid Certificate up to date. Opportunities are given for staff to attend regular courses on the latest techniques of adult and health issues. Children's and adults health issues or concerns are discussed at staff meetings. We aim to maintain an environment that minimizes the risk of the spread of infection. Maintaining a clean, hygienic environment is the responsibility of Lilly Pilly Community Preschool staff.

The staff are responsible for the maintenance and cleaning of all shelves, materials, toys and equipment the children use during the day. Shelves are to remain as clean and tidy as possible. Children are encouraged to help with packing away toys and equipment. It is the responsibility of the staff to check daily for hazards which could be dangerous to the children both indoors and outdoors. Any spills are to be cleaned up immediately.

Staff Accident Policy...

A staff accident or incident book is kept in the staff office. Should a staff member of Lilly Pilly injure themselves whilst at work, the information is to be recorded in the book, together with date, time, accident report and a signature from the employee. The employee is to have a colleague who witnessed the incident sign the records as well. All accidents are reported to the Nominated Supervisor immediately.



JOB DESCRIPTION

Preschool Room Leader

The Room Leader must be University Early Childhood Degree trained.

Role and Responsibilities

This position is accountable to the Lilly Pilly Little School Nominated Supervisor and Approved Provider.

- ♥ To assist the Nominated Supervisor.
- ♥ To ensure the outside and inside area are set up fully before the children arrive
- ♥ To participate in the preparation and implementation of an educational program for small groups and to plan for the needs of the individual child
- ♥ To maintain records on each child's development and to use these in planning for the child's continued progress
- ♥ To plan an appropriate programme of activities designed to achieve the full potential of each child under his/her care
- ♥ To attend all staff meetings and to have input into these as requested to assist with the professional development of all staff
- ♥ To attend in service and other courses as appropriate
- ♥ To oversee the daily direction of any students under his/her supervision
- ♥ To keep any necessary records e.g. programme plan, developmental records, medication forms
- ♥ To report to the Director any materials or equipment required, maintenance needed or any other matters affecting the smooth running of the centre
- ♥ To attend Committee meetings as required
- ♥ To be responsible to the Director and Committee for the completion of allocated tasks and to work with the Director on all matters important to the centre to ensure the smooth running of the centre
- ♥ To ensure complete confidentiality of all matters relating to the children at the centre
- ♥ To contribute to the cleanliness, maintenance and tidiness of the centre



Preschool Room Assistant

Mandatory: Must be Diploma qualified.

Role and Responsibilities Criteria

This position is accountable to the Lilly Pilly Little School Nominated Supervisor and Approved Provider.

- ♥ To assist the Room Leader and Nominated Supervisor.
- ♥ To ensure the outside and inside area are set up fully before the children arrive
- ♥ To participate in the preparation and implementation of an educational program for small groups and to assist in planning for the needs of the individual child
- ♥ To maintain records on each child's development and to use these in assisting to plan for the child's continued progress
- ♥ To assist in planning an appropriate programme of activities designed to achieve the full potential of each child under his/her care
- ♥ To attend all staff meetings and to have input into these as requested to assist with the professional development of all staff
- ♥ To attend in service and other courses as appropriate
- ♥ To assist in overseeing the daily direction of any students under his/her supervision
- ♥ To assist in keeping any necessary records e.g. programme plan, developmental records, medication forms
- ♥ To report to the Director any materials or equipment required, maintenance needed or any other matters affecting the smooth running of the centre
- ♥ To attend Committee meetings as required
- ♥ To be responsible to the Director and Committee for the completion of allocated tasks and to work with the Director on all matters important to the centre to ensure the smooth running of the centre
- ♥ To ensure complete confidentiality of all matters relating to the children at the centre
- ♥ To contribute to the cleanliness, maintenance and tidiness of the centre

General

Other tasks related to the assistant role as requested by the Director or Committee.



Staff Development and Training Policy...

At Lilly Pilly Little School we employ loyal, caring and capable staff who bring to the centre different qualities, qualifications and experiences to implement our parent and staff philosophies. Qualified staff are always present at the centre. Ongoing training and support for staff will be offered and will enhance our centre as a whole. Regardless of previous training, experience and education, staff are expected to continue to update their knowledge on early childhood education, nutrition and first aid.

Throughout the year, the Association of Child Care Centre of NSW, of which we are a member, regularly conducts ongoing training in early childhood workshops known as O.T.E.C, for staff to develop and to extend their knowledge in this field. Regular conferences and seminars will be arranged and staff will be encouraged to attend. Staff need to respect the knowledge and skills of each other and to respect each other's feelings, views and opinions. Rather than criticise, staff members should listen to what the others are saying and try to ensure that they understand. It is important to compliment others for good initiatives and ideas and when things have gone well.

It is also very important to work as a team to plan and discuss the programme. When a staff problem arises, staff may disagree on how the problem should be handled and resolved but should discuss it openly. If they cannot resolve it themselves, they should then seek the advice of the director. All staff must ensure they have a First Aid Certificate and renew it when needed as well as completing the Child Protection Refresher Courses with the current code.



