



THE HUTCHINS SCHOOL
Children's Services
Pre-Kindergarten, Kindergarten & OSHC

Policies

AND PROCEDURES



HUTCHINS

ESTABLISHED 1846



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February 2026	Last review date
February 2029	Next review date
2.1	Policy Version

THE HUTCHINS SCHOOL

Children's Services

Policies and procedures

Relevant legislation:

- Australian Childhood Foundation Safeguarding Children Program
 - Belonging, Being and Becoming: The Early Years Learning Framework for Australia
 - Education and Care Services National Law Act 2010
 - Education and Care Services National Regulations 2011
 - Education and Care Services National Amendment Regulations 2022
 - My Time, Our Place: Framework for School Age Care in Australia
 - National Principles for Child Safe Organisations
 - National Quality Standard for Early Childhood Education and Care and School Age Care
 - Tasmanian Child and Youth Safe Framework
 - United Nations Convention on the Rights of the Child
 - Universal Principle for Aboriginal Cultural Safety
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Our Values in Action

At The Hutchins School, *What You Do Matters*.

These policies and procedures set clear expectations for safe, supportive and inclusive Children's Services. They guide daily practice to protect children's safety, health, wellbeing and rights, with families as partners. This page provides a practical, values-based guide to the application of this policy. It supports but does not replace the requirements set out in the full document.

We are humble

We demonstrate humility by:

- listening to children and families and responding with care, curiosity and good faith.
- reflecting on practice, learning from feedback and incidents, and improving what we do.

We are kind

We demonstrate kindness by:

- using relationship-based, developmentally appropriate guidance that supports belonging and self-regulation.
- communicating respectfully and promptly with families, especially after illness, injury or incidents.

We are courageous

We demonstrate courage by:

- acting early when risk emerges, escalating concerns and seeking support when needed.
- following safeguarding, supervision, health and safety procedures even under pressure.

We are respectful

We demonstrate respect by:

- maintaining active supervision and safe environments, with predictable routines that protect all children.
- keeping accurate records and protecting privacy and confidentiality in line with service requirements.

Key safeguards: We maintain active supervision at all times, respond promptly to health and safety risks, follow mandatory reporting and safeguarding procedures when concerns arise, and document incidents and actions accurately to support learning, accountability and continuous improvement.



1. Purpose

The purpose of these policies and procedures is to clearly articulate the School's commitment to providing a safe, supportive and inclusive environment for the children and young people, parents/carers and staff involved in its Children's Services. These policies encompass a broad range of practices intended to support the safety, health and wellbeing of children and young people.

This document has been designed to meet the legislative requirements of the Education and Care Services National Law Act 2010, the Education and Care Services National Regulations, the National Quality Standard for Early Childhood Education and Care and School Age Care, the National Principles for Child Safe Organisations, the Tasmanian Child and Youth Safe Organisations Framework and the Universal Principle for Aboriginal Cultural Safety. All of the policies and procedures detailed here are compliant with and supported by the UN Convention on the Rights of the Child.

The policies and procedures contained here are also based upon the principles, practices and outcomes of the two key pedagogical frameworks that underpin the School's programs:

- 'Belonging, Being and Becoming: The Early Years Learning Framework for Australia', encompassing both Pre-Kindergarten and Kindergarten; and
- My Time, Our Place: Framework for School Age Care in Australia', which is applicable to the OSHC.

2. Scope

The policies and procedures contained within this document apply only to the School's Children's Services. These are considered to be a subset of the larger body of policies applicable across the School, which may be found online at <http://www.hutchins.tas.edu.au/policies>.

3. Definitions

ACECQA	Australian Childhood Education and Care Quality Authority
CCS	Child Care Subsidy
Director of Kindergarten and Children's Services	The nominated supervisor and person in charge of all the School's Children's Services (see definition below).
ELC	The Hutchins School Early Learning Centre (Pre-Kindergarten to Year 2).
Excursion	A trip to a destination located outside of the School campus. These are broken down into two categories:

	<p>Routine Excursion: An excursion that may be considered 'a regular outing, such as a trip to the local park, library, shops or beach'; and</p> <p>Non-Routine Excursion: An excursion that is held on an irregular basis, is outside of the local area, or is not otherwise covered by the permissions requested for routine excursions.</p>
FAO	Family Assistance Office
Holiday Care / Vacation Care	These terms are used interchangeably to refer to care provided to students during term breaks (holidays). During these periods, the Outside School Hours Care runs programs that run the length of a full day (7:30 am - 6:00 pm), often with an excursion.
Kindergarten	This term is used somewhat colloquially at the School to refer to both Kindergarten and Pre-Kindergarten. For consistency, this document will reflect that usage.
Nominated Supervisor	Defined by ACECQA as 'a person with responsibility for the day-to-day management of an approved service'. Services may have multiple nominated supervisors.
NQAITS	National Quality Agenda IT System
OSHC	The Hutchins School Outside School Hours Care
Outside School Hours Care (OSHC) Co-ordinator	The responsible person in charge of the Outside School Hours Care. Reports to the Director of Kindergarten and Children's Services.
Person with Management or Control ('PMC')	The person (or persons) ultimately responsible for the practical management of a service. The designated Person with Management or Control at Hutchins is the Director of Kindergarten and Children's Services.
Responsible Person	Reports to (and in some cases may also be) the nominated supervisor, but has delegated authority over a specific component or sub-section of a service. The School designates its teaching staff and the Co-ordinator of OSHC as responsible persons.
The Hutchins School Children's Services	The Hutchins School Outside School Hours Care, Pre-Kindergarten and Kindergarten (collectively). These services may be referred to as 'Children's Services' (the common umbrella term), or at times 'the Service'.

4. Supporting/related documents

Readers of these policies are encouraged to consider them as a subset of the broader policy body at the School. School-wide policies are available on SharePoint online (for staff and students) at <https://myhutchinstasedu.sharepoint.com/sites/PolicyCompliance>.

Policies for families and the School community are available on the external website at <https://www.hutchins.tas.edu.au/policies/>.

Children's Services policies and procedures (including this document) are available on the Children's Services SharePoint site, located at <https://myhutchinstasedu.sharepoint.com/sites/ChildrensServices>.

Work Health and Safety information may be found on SharePoint Online at <https://myhutchinstasedu.sharepoint.com/sites/WorkHealthSafety/>.

5. Record keeping

The policies contained within this document are to be kept for three (3) years until review, except where significant legislative or organisational change demands otherwise. The master copy is kept in [SharePoint Online](#) in read-only PDF form. Printed copies are uncontrolled.

6. Policy owner

The Principal

7. Version Control

Version	Author	Purpose/Change	Date
1.0	Policy & Compliance Manager	First release as a single document. Prior versions are now incorporated under this (1.0) designation. For older versions, please speak with the Policy & Compliance Manager.	01 May 2022
1.1	Policy & Compliance Manager	Minor adjustments made after feedback from Policy & Planning Committee	01 July 2023
2.0	Policy & Compliance Manager	Comprehensive review. Changes detailed in <i>Appendix 1 - Anticipating industry and legislative change (2025)</i> .	01 August 2025
2.1	Policy & Compliance manager	Addition of Safeguarding Children 'Challenging Behaviour Support and Safety Procedure' to complement behaviour guidance policy.	11 January 2026



Governance and Management Information

The School acknowledges that sound governance and effective management are essential to ensuring a safe, equitable, and responsive child care environment. The policies and procedures contained in this document are informed by the guiding principles of the United Nations Convention on the Rights of the Child, particularly those that affirm each child's right to safety, participation, and wellbeing. Relevant articles include:

- **Article 3 - Best interests of the child:**
all actions concerning children should take full account of their best interests, including in education, care, health and protection settings.
- **Article 12 - Respect for the views of the child:**
children have the right to express their views freely in all matters affecting them, and for those views to be given due weight in accordance with their age and maturity.
- **Article 19 - Protection from violence, abuse and neglect:**
children must be protected from all forms of physical or mental violence, injury, abuse, neglect or exploitation while in the care of any person.
- **Article 23 - Children with disabilities:**
children with disabilities have the right to special care and support to enable them to live full and independent lives with dignity.

Service information

The Hutchins School's Children's Services are located in the Early Learning Centre. It caters for children aged between 3 and 12 years of age across three services:

- Pre-Kindergarten;
- Kindergarten; and
- Outside School Hours Care.

These three services operate on a single license, and according to the following ratios:

- Ages 3-5: 1 staff member per 10 students; and
- Ages 6-12: 1 staff member per 15 students.

Each service is operated by teams of staff with both qualifications and years of experience in working with children and young people.

Organisational structure

The Children's Services is led by the Director of Children's Services and Kindergarten, who holds the position of Nominated Supervisor and is responsible for the day-to-day management and oversight of all service areas.

A second Nominated Supervisor role is held by the Policy and Compliance Manager, who is not involved in the daily operations of the services but maintains responsibility for the development and review of policies, as well as oversight of work health and safety, risk management, and regulatory compliance across all sites.

The Director has oversight over each of the three services, with the following structure:

- Pre-Kindergarten:
two early childhood teachers and one teacher's aide deliver the program within a single shared space.
- Kindergarten:
two separate classes operate, each staffed by one early childhood teacher and one teacher's aide. Each class is housed in its own dedicated room.
- Outside School Hours Care (OSHC):
coordinated by a qualified educator holding a Diploma of Children's Services. The OSHC program is further supported by a team of casual staff, several of whom also hold diploma or Certificate III-level qualifications.

Authority within these defined spaces is delegated to the Teaching staff, and to the OSHC Co-ordinator, respectively.

Staff onboarding, development & training



All Child Care staff are provided with opportunities for professional development and training, both routinely and upon request. This practice supports each child's right to quality care by trained personnel, as outlined in the UN Convention on the Rights of the Child (Articles 3 and 29). The School has a specified process for applying for professional development, which may be accessed via Rory, or by following the link at the QR Code on the left.

The School provides training to all staff on a routine basis, primarily including First Aid training (which includes CPR, asthma, anaphylaxis and a focus on concussion), Safeguarding Children training (via the Australian Childhood Foundation) and an annual child protection refresher (during PD Week - the first week of the School year for all staff). Further information on the School's commitment to safeguarding children and young people may be found in School's policies, which may be found [here](#).

Further information regarding the School's professional development strategy may be found in the [Professional Development and Learning Framework](#), which may be accessed on SharePoint Online at the School's Policy, Risk and Compliance page. All professional development requests are welcome and will be assessed and approved or rejected by the PD Committee.

Performance management

The School's performance management processes are outlined in the [Performance Management Policy](#). All staff are asked to engage in periodic review with their manager according to the pre-defined frameworks laid out in the policy and its accompanying procedures. This allows staff to set goals and work toward achieving them, with the support of their manager/supervisor and the professional development process. Oversight of the performance

management process is managed by the Human Resources Department, who support managers and supervisors in conducting a thorough, supportive process to work toward staff growth and development.

Onboarding, induction and exit interviews

All prospective staff at the School are engaged through an onboarding process that acquires information relevant to their employment, and prompts them to take action to complete baseline qualifications or checks, such as Working with Vulnerable People checks (mandatory for all staff).

Staff in the Children's Services are required to undergo this process, but are also required to complete training specific to their role, which includes (but is not necessarily limited to):

- A Work Health and Safety Induction (including emergency procedures);
- Children's Services Policies and Procedures review;
- Safeguarding Children Policies and Procedures review;
- Safe Food Handling training (via 'DoFoodSafely'); and
- [The Hutchins School Code of Conduct](#).

These training packages and modules are built upon through the professional development and staff performance management processes, to ensure that all staff have a solid understanding of their responsibility to support the health, safety and wellbeing of the children and young people in their care.

Risk management, assessment & review

The School has established procedures for risk management, including a process of assessment and review, which is undertaken by the Safety and Risk Team. Several mechanisms exist online to scaffold the School's approach to managing risk. These are listed below, with QR Codes to link to the forms used:



Emergency Record Form

Used to record a fire evacuation, lockdown, or other emergency.



Complaints and Grievances Form

This form may be used to record a (formal) complaint or grievance. For further information, refer to the [Complaints and Grievances Policy and Procedure](#).



Inappropriate or Reportable Conduct Form

This form may be used for reporting either inappropriate conduct (that is, conduct that is against the School's Code of Conduct) or Reportable Conduct (abuse, neglect, or harm to a child) by School staff. This form can be completed anonymously.



Mandatory Report Notification Form

This form is designed to support the mandatory reporting process by notifying the Principal, Chief Operating Officer and Policy & Compliance Manager when a mandatory report has been made. This does not replace staff obligations to report, it simply notifies key staff so that the School may support those affected by the process. This form can be completed anonymously.



Children's Services Risk Assessment Form

This form is designed to step staff through the process of assessing risk for an excursion. It provides pre-considered options for mitigating risk and prompts for staff to create their own to ensure that all avenues are covered.



Children's Services Bus Transport Register

This form is designed to support the safety of children and young people on bus transport to and from excursions. It is a simple account of date, transport status (e.g. 'departing the centre' or 'arriving at the excursion destination'), the number of children on the bus, and the bus number (for instances where multiple buses are used).



Accident / Incident Report Form

This form is designed to receive reports of accidents or incidents throughout the School, including:

- injuries to staff or students;
- motor vehicle accidents;
- near misses, hazards, and stress claims;
- property damage and theft; and
- incidents involving asthma, anaphylaxis or severe allergy.

These forms (when completed) are automatically provided to relevant School staff, who will take appropriate action. The Complaints and Grievances, Inappropriate or Reportable Conduct and Mandatory Report Notification Forms are considered highly confidential, and are accessible only to key staff outlined in the forms themselves (i.e. the person completing the form will be notified during the process who will be able to see/read their submission) and in their respective policies. Those relating strictly to risk management (Emergency Record Form, Accident/Incident Report Form, Risk Assessments) are accessible to the Safety & Risk Team and form part of the structure of the reporting process to the School's Board. All incidents and injuries are reviewed monthly for emerging trends or concerns, while significant incidents and injuries will receive a response from the Safety & Risk Team within 24 hours.



Safeguarding Children & Young People

The School recognises that safeguarding children and young people is a foundational obligation rooted in both Australian legislative requirements and the inherent rights of the child. The policies and procedures contained in this document have been developed to ensure explicit compliance with Australian law, as outlined in each policy. These documents are also grounded in the principles of the United Nations Convention on the Rights of the Child, with particular reference to:

- **Article 3 - Best interests of the child:**
all actions concerning children should take full account of their best interests, including in education, care, health and protection settings.
- **Article 12 - Respect for the views of the child:**
children have the right to express their views freely in all matters affecting them, and for those views to be given due weight in accordance with their age and maturity.
- **Article 19 - Protection from violence, abuse and neglect:**
children must be protected from all forms of physical or mental violence, injury, abuse, neglect or exploitation while in the care of any person.
- **Article 34 - Protection from sexual exploitation and abuse:**
children have the right to be protected from all forms of sexual exploitation and sexual abuse.
- **Article 36 - Protection from other forms of exploitation:**
children should be protected against all forms of exploitation prejudicial to any aspect of their welfare.
- **Article 39 - Recovery and reintegration:**
children who have been victims of any form of neglect, exploitation, or abuse have the right to physical and psychological recovery and social reintegration in an environment that fosters the child's health, self-respect, and dignity.

The Hutchins School is an accredited member of the Australian Childhood Foundation's *Safeguarding Children Program*.

Policies and procedures

The School has a number of overarching policies and procedures designed to support its commitment to safeguarding children and young people. These policies govern organisational approaches toward establishing a child safe culture by mandating appropriate checks and balances, regulating staff conduct and providing mechanisms for reporting concerns or incidents relating to neglect, harm or abuse of a child or young person.

The School's policies and procedures for safeguarding children and young people include, but are not limited to:

- [Safeguarding Children and Young People Policy;](#)
- [Safeguarding Children Behaviour Guidance Policy;](#)

- [Safeguarding Children Physical Restraint Policy](#);
- [Safeguarding Children Reporting Policy](#);
- [Practice and Behaviour Standards](#);
- [The Code of Conduct](#); and
- [Commitment to Kindness](#).

Each of these policies and standards may be found on the School's [website](#) and on the internal SharePoint Online page for [Policy & Compliance](#).

Safeguarding children training

All School staff receive training in safeguarding children through the Australian Childhood Foundation. This training is renewed on a three-year cycle, and complemented by annual refresher updates during Professional Development Week (the first week of the year for staff after the Summer break). Together, this training and refresher cover (but are not limited to) the following topics:

- recognising signs of abuse, neglect and harm to children and young people and responding through trauma-informed care strategies;
- recognising indicators of grooming;
- understanding childhood development;
- preventative, proactive organisation-wide strategies to support child welfare and safety;
- how to manage and respond to disclosures;
- recognising developmentally expected sexual behaviours in children and young people and identifying concerning or harmful behaviour by or between children;
- professional boundaries for staff;
- how to make a mandatory report, or lodge concerns over inappropriate or reportable conduct;
- how to recognise grooming behaviour in children and adults; and
- record keeping requirements.

For further information on any of these topics, please refer to the policies listed in the section above.

Reporting Safeguarding children incidents

In accordance with the School's [Safeguarding Children Reporting Policy](#), all allegations or incidents of abuse or neglect must be reported to the regulator within 24 hours. This requirement reflects 2025 legislative changes and ensures that the service is meeting its obligations to respond promptly to concerns for children's safety and wellbeing.

Extensive information regarding staff obligations for reporting (not only to the Regulator, but to the Office of the Independent Regulator, Strong Families, Safe Kids and the Australian Childhood Foundation) are contained within this broader, overarching policy.

Peer-on peer abuse guidelines

The School also has in place 'peer-on-peer abuse guidelines (responding to child abuse reports and allegations)'. These guidelines are designed to support staff through the review and management of peer-on-peer incidents, which can be complex and challenging. The guidelines provide advice on age-appropriate and problematic sexual behaviours among children and young people, and offer structure for the process of receiving disclosures, managing incidents and providing post-incident support.

In addition, these guidelines include advice on:

- **Definition and Types of Abuse:** Clear definitions of peer-on-peer abuse types, including physical, emotional, sexual abuse, bullying, and harassment, and how each form may manifest in educational settings.
- **Prevention Strategies:** Proactive measures to foster a safe, inclusive school environment, including education on respectful relationships, peer support programs, and regular staff training to identify and mitigate potential risks.
- **Reporting and Responding Procedures:** Step-by-step guidance on reporting suspected abuse, with confidentiality and sensitivity toward all parties. Includes roles and responsibilities of staff, mandated reporting obligations, and follow-up support for both the victim and the accused student.
- **Support and Intervention:** Processes for offering counselling and intervention programs tailored to victims and perpetrators, focused on mental health support, behaviour modification, and conflict resolution.
- **Parental and Guardian Involvement:** Emphasis on engaging parents or guardians at appropriate stages, ensuring they are informed, supported, and involved in both prevention and response strategies.
- **Legal and Ethical Compliance:** Adherence to local legislative requirements, safeguarding frameworks, and privacy obligations, ensuring the protection of students' rights and welfare.

Accessing the peer-on-peer abuse guidelines

The Peer-on-peer guidelines are not a publicly available document but have been provided to all Heads of School (and the Director of Children's Services and Kindergarten). A copy may be requested by contacting the Policy & Compliance Manager.

For further support in dealing with allegations of abuse, please contact the Policy & Compliance Manager, Deputy Principal or Principal.



Health & safety

The School believes that health and safety in child care is a fundamental right for every child and young person, and a critical responsibility as an Approved Provider. The policies and procedures contained in this document have been explicitly developed for compliance with Australian legislation, as detailed in each individual policy. In addition, these documents are informed by the principles of the United Nations Convention on the Rights of the Child, and particularly:

- **Article 3 - Best interests of the child:**
all actions concerning children should take full account of their best interests, including in education, care, health and protection settings.
- **Article 6 - Survival and development:**
every child has the inherent right to life, and governments must ensure the child's survival and development to the maximum extent possible.
- **Article 19 - Protection from violence, abuse and neglect:**
children must be protected from all forms of physical or mental violence, injury, abuse, neglect or exploitation while in the care of any person.
- **Article 24 - Health and health services:**
children have the right to the highest attainable standard of health and to access facilities for the treatment of illness and rehabilitation, including preventative care.
- **Article 28 - Right to education:**
education should be delivered in a safe and supportive environment, free from harm and conducive to learning and development.
- **Article 31 - Leisure, play and culture:**
children have the right to rest, leisure and safe play environments appropriate to their age and development.

Policies and procedures

Specific Safety and Risk policies and procedures are available to all staff at the School's [Policy & Compliance](#) and [Work Health and Safety](#) SharePoint pages. These policies and procedures underpin the risk management processes outlined on pages 10 and 11, and form part of the School's broader risk management strategy. Policies and procedures are reviewed every three years or as required by legislation (or legislative change). The primary Safety & Risk policies that relate to the health, wellbeing and safety of the Children's Services are:

- [Critical Incident Management Plan](#)
- [Drug and Alcohol Policy](#)
- [Healthy Eating Policy](#)
- [Medication Administration Policy](#)
- [Risk Management Policy](#)
- [Student Harassment, Bullying and Discrimination Policy](#)

- [Student Social Media Policy; and](#)
- [Work Health and Safety Policy.](#)

These policies and procedures form the basis upon which many specific procedures and processes (including those within this document) are built.

Critical incident management

The School maintains procedures to support students through critical incidents including but not limited to:

- student or staff death (on or off-site);
- serious student or staff injury (involving trauma/hospitalisation);
- mental health crisis;
- intruder/active threat requiring lockdown;
- widespread illness or contamination event;
- major transportation accident;
- major infrastructure or site hazard; or
- natural disaster.

In such events, the School will activate its Critical Incident Management Plan, ensuring the immediate safety and welfare of affected students. All students are provided with the opportunity for counselling and psychological support, including services in their first language where required, through bilingual counsellors, accredited interpreters, or culturally competent external providers.

Communication with families and guardians will be timely, culturally sensitive, and, where relevant and practicable, in the family's preferred language. The School ensures that all welfare, support, and reporting obligations under Australian legislation are met, including appropriate documentation and engagement with relevant authorities (e.g. police, Department of Education, or ACECQA) where necessary.

First Aid

Serviced First Aid kits are located at each reception point throughout the School, and in the Outside School Hours Care office. These kits are in green backpacks designed for portability and easy access, and may be used either on-site or for trips, tours and excursions. They are checked and maintained at least annually, both to ensure adequate provision of supplies and to ensure that all out-of-date items are removed before expiry.

Every first aid backpack contains an EpiPen and an asthma inhaler (Ventolin).

Cold packs are kept in the freezer for use with bruises, sprains and strains.

For further information regarding First Aid procedures, please refer to the [First Aid Procedure](#).

Records management

All records held in the Children's Services are managed according to the School's [Records Management Policy and Procedure](#), which outlines requirements including (but not limited to):

- document retention periods;

- appropriate storage of documentation (which systems are appropriate for which record types); and
- digital record management (including email).

The policy and procedure also state that staff must be aware of their obligations to:

- make and keep full and accurate records of their activities;
- ensure that these records are incorporated into the School's records management systems; and
- comply with all records management procedures.

Serious incidents and/or trauma

Serious incidents and injuries are managed according to the School's First Aid procedure and Medical Conditions Policy. All School staff are trained in First Aid, including CPR, asthma and anaphylaxis, and concussion recognition and treatment. In the event of an accident or illness, staff must follow the First Aid procedure, contacting the School Nurse if support is required, and parents as soon as possible. All incidents and injuries must be reported via the [Accident/Incident Report Form](#).

The Accident/Incident Report Form also prompts notifications to ACECQA via the NQAITS (where required) and has specific fields to help determine whether an incident is notifiable.

The risk register

The School also holds a section for the Children's Services in its Risk Register. This set of risks and mitigation strategies is reviewed annually with input from staff and (where relevant) students.



Absconded child procedure

National Quality Standard for Early Childhood Education and Care and School Age Care

Standard 2.2: each child is protected

Element 2.2.1: supervision - at all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

Element 2.2.2: incident and emergency management - plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.

Standard 7.1: Governance supports the operation of a quality service that is child safe.

Element 7.1.2: management systems - systems are in place to manage risk and enable the effective operation of a quality service that is child safe.

Education and Care Services National Regulations

Regulation 85: incident, injury, trauma and illness policies and procedures

Regulation 86: notification to parents

Regulation 99: children leaving the education and care premises

Regulation 168(2)(f): policies and procedures on delivery and collection of children

Regulation 176(2)(a)(ii): notification of serious incidents to the regulatory authority

Education and Care Services National Law

Section 165: offence to inadequately supervise children

Section 167: offence relating to protection of children from harm and hazards

Section 174(2)(a)(i): notification of serious incidents

National Principles for Child Safe Organisations

Principle 1: child safety and wellbeing is embedded in organisational leadership, governance and culture.

Principle 4: families and communities are informed and involved in promoting child safety and wellbeing

Principle 10: policies and procedures document how the organisation is safe for children and young people.

Tasmanian Child and Youth Safe Organisations Framework

Standard 2 - Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.

Standard 4 - Equity is upheld and diverse needs are respected in policy and practice.

Universal Principle for Aboriginal Cultural Safety

Requires culturally responsive approaches to distress and mobility, recognising Aboriginal children's unique historical and cultural relationship with institutional authority, and the need for trauma-aware safety planning.

An absconding risk arises where a child attempts (or threatens) to leave the School or Children's Services unaccompanied. Responses to such an event must be guided by the risk to the child's safety and others.

Staff are asked to consider the best course of action in each circumstance and be mindful that the situation may escalate from one to another. These scenarios are:

Level 1: Low Risk

Definition: a child threatens to leave the premises, but demonstrates no meaningful intent to do so.

Response: staff must maintain sight of the child, but not pursue. Provide space, speak gently.

Most often, a distressed child will respond to being given time and space to calm down and the situation will resolve itself as a result.

Level 2: Medium Risk

Definition: a child threatens to leave the premises and actively seeks to do so.

Response: Where it is deemed reasonable to conceive that there may be a heightened risk posed to the health and safety of the child, staff may pursue, but are encouraged to remain calm and to walk (not run) within visual sight of the child, speaking gently and calmly with them to seek to resolve the situation.

Additional staff should be alerted to assist where available.

Level 3: High Risk

Definition: a child attempts to abscond, and staff consider that there may be an imminent and significant risk posed to the safety of the child (e.g. on an excursion; alongside a road; or where a child's judgment may be impaired by circumstance or medical condition).

Response: staff are permitted to pursue and restrain the child (using the minimal force necessary) for the sake of their safety. Actions must prioritise the child's safety, and must be reported as soon as practicable to the Director or Co-ordinator, and recorded via an Incident Report Form.

A level 3 (high risk) incident may require a notification to ACECQA, and must be documented via the School's Incident Report system. Parents must be notified via this process (and preferably immediately after the incident).

A note regarding trauma-informed care

All responses to absconding children should reflect the School's commitment to trauma-informed care, acknowledging that absconding behaviour may stem from emotional distress or from prior negative or traumatic experiences. Staff who are involved in high-risk incidents should participate in post-incident review and are encouraged to consider the School's EAP (Employee Assistance Program), which offers free, anonymous counselling support sessions.



Admissions and fees policy

National Quality Standard for Early Childhood Education and Care and School Age Care

Standard 6.1: supportive relationships with families

Element 6.1.1: engagement with the service - families are supported from enrolment to be involved in the service and contribute to service decisions.

Element 6.1.3: families are supported - current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.

Standard 7.1: Governance supports the operation of a quality service that is child safe.

Element 7.1.2: management systems - systems are in place to manage risk and enable the effective operation of a quality service that is child safe.

Standard 7.2: Effective leadership builds and promotes a positive organisational culture and professional learning community.

Element 7.2.1: Continuous improvement - There is an effective self-assessment and quality improvement process in place.

Child Care Subsidy Legislation (Family Assistance Law)

Family Assistance Act 1999 - Section 14A

Defines activity tests for CCS eligibility.

Child Care Provider Handbook (Department of Education) 2023

Outlines expectations for compliance for all CCS services, including those around bookings, absences, enrolments and priority of access obligations.

Education and Care Services National Law

(no direct fee-specific obligations beyond policies; general governance and operational accountabilities apply)

Education and Care Services National Regulations

Regulation 168(2)(n): policies and procedures on payment of fees and provision of statement of fees charged

Regulation 170: policies and procedures to be followed

Regulation 171: policies and procedures to be kept available

National Principles for Child Safe Organisations

Principle 1: Child safety and wellbeing is embedded in organisational leadership, governance and culture.

Principle 10: Policies and procedures document how the organisation is safe for children and young people.

Tasmanian Child and Youth Safe Framework

Standard 1: Children and young people are safe, informed and participate.

Standard 3: Families and communities are informed and involved in promoting child safety and wellbeing.

Standard 6: Processes for complaints and concerns are child-focused.

Universal Principle for Aboriginal Cultural Safety

Admission processes will actively account for the cultural values, heritage and practices of Aboriginal children and families, ensuring they are welcomed into an environment that affirms identity and supports access without discrimination.

The School is committed to ensuring that all families engaging with its Children's Services are provided with clear, transparent and accessible information regarding fees, bookings, subsidies and payment obligations. This policy outlines the systems for managing enrolments, bookings, cancellations, payments and government subsidies, with a view to supporting operational sustainability and equitable access for children, young people and their families.

Fees and charges

Fees and charges associated with the Pre-Kindergarten and Kindergarten classes are available on [The School website](#). These are subject to annual periodic review.

Fees for Outside School Hours Care are available on the [OSHC website](#), and are also subject to annual review.

Admission to the School's Kindergarten is dependent upon the full completion of the enrolment process and subject to confirmation from the School. OSHC admissions have a unique enrolment process that requires the completion and submission of an Enrolment Form, which may be found on the [OSHC website](#). Admissions for all service types are subject to the School's [Enrolment, Inclusion and Exclusion Policy](#).

Bookings and cancellations

Pre-Kindergarten and Kindergarten

Bookings for the School's Pre-Kindergarten and Kindergarten classes are made through the enrolment process. Parents/carers may choose the days that they would like as a routine weekly booking. Changes may be made to those bookings where required (including additional, ad-hoc days), subject to approval from the Director of Kindergarten and Children's Services.

Outside School Hours Care

Permanent bookings apply where a child attends on the same day(s) every week.

Casual bookings are for occasional care only and are subject to staffing and place availability.

Vacation Care bookings are dependent upon the submission of permission forms (via an online process). Links to enrol are provided [online](#) and emailed to parents/carers on the mailing list before each holiday period.

Cancellations and absences

If a child is booked in but is away sick, parents/carers must notify the Service. Fee reductions may apply (on select Service types) where a notification has been given.

OSHC Cancellations

Outside School Hours Care bookings cancelled with a week's notice or more incur no charges, while those cancelled within the week of care are reduced to 50% of the normal fee charges. Bookings that are left unused with no cancellation notification are charged at full fee. No cancellation fee will be charged if the child is sick and a medical certificate is provided. Student Free Days are charged at 50% of the normal rate.

Child Care Subsidy

The School is an Approved Child Care provider under the *Family Assistance Law*. This means that parents/carers utilising the Centre may access Child Care Subsidy (CCS).

- CCS is a means-tested subsidy that reduces the out-of-pocket cost of eligible care.
- The Family Assistance Office (FAO) provides the subsidy directly to the Service as a fee reduction.
- Parents/carers are responsible for:

- submitting their CCS application via MyGov;
 - ensuring enrolment details are current; and
 - monitoring their subsidy status, including annual income estimates and activity tests.
- The Service will submit weekly attendance records to the FAO online via the CCSS.
 - The Service may provide general information and assistance, but is not an agent of the FAO and cannot determine eligibility or entitlements.

Priority of Access

From time to time waiting lists may be used for new enrolment requests. In accordance with the Australian Government's 'Priority of Access Guidelines', the School will allocate places in the following order:

- 1) children at risk of serious abuse or neglect;
- 2) children of a single parent who satisfies the activity test under Section 14a of the Family Assistance Act; and
- 3) any other child.

Within these main categories, the Centre also gives priority to the following:

- children of Aboriginal or Torres Strait Islander families;
- children from families that include a person with a disability;
- children from low-income families or those receiving income support;
- children from families from a non-English speaking background; and/or
- children from socially isolated families.

The Service acknowledges its responsibility to support equitable access and to consider additional needs and vulnerabilities when allocating places. For further information about enrolments and inclusion, please refer to the School's [Enrolment, Inclusion and Exclusion Policy](#).

Payments and overdue accounts

Fees are billed fortnightly via direct debit only.

Invoices are issued on the Monday of each fortnightly cycle, and charged on the Friday of that same week.

It is the responsibility of each family to ensure that adequate funds are available and that payment details remain up-to-date. Where families are unable to pay their fees (for any given reason) they should contact the School's Financial Accountant as early as possible. Reasonable and confidential arrangements may be made to support continued access to care.

Where fees remain significantly in arrears, a child's access to the service may be temporarily suspended until the outstanding account is resolved.

Record management

All booking records, cancellations, attendance and subsidy claims will be retained by the School's systems in accordance with the School's Records Management Policy and Regulation 183.



Safeguarding Children

Behaviour guidance and support policy

National Quality Standard for Early Childhood Education and Care and School Age Care

Standard 5.1: Relationships between educators and children

Element 5.1.1: Positive educator-to-child interactions - responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included

Element 5.1.2: Dignity and rights of the child - the dignity and rights of every child are maintained

Standard 5.2: Relationships between children

Element 5.2.1: Collaborative learning - children are supported to collaborate, learn from and help each other

Element 5.2.2: Self-regulation - each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts

Education and Care Services National Law

Section 166: Offence to use inappropriate discipline

Section 167: Protection of children from harm and hazards

Education and Care Services National Regulations

Regulation 155: Interactions with children

Regulation 156: Relationships in groups

Regulation 168(2)(j): Policies and procedures on interactions with children, including the guidance of children's behaviour

Regulation 170: Policies and procedures to be followed

Regulation 171: Policies and procedures to be kept available

National Principles for Child Safe Organisations

Principle 1: Child safety and wellbeing is embedded in organisational leadership, governance and culture

Principle 3: Families and communities are informed and involved in promoting child safety and wellbeing

Principle 8: Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed

Principle 10: Policies and procedures document how the organisation is safe for children and young people

Tasmanian Child and Youth Safe Framework

Standard 4: Equity is upheld and diverse needs are respected in policy and practice.

Standard 8: Physical and online environments promote safety and wellbeing while minimising opportunity for harm.

Standard 9: Implementation of the Child and Youth Safe Standards is regularly reviewed and improved.

Universal Principle for Aboriginal Cultural Safety

Behaviour guidance will be culturally appropriate and affirm Aboriginal children's identity, ensuring responses to behaviour are free from bias or misunderstanding related to cultural norms or communication.

This policy articulates the School's approach to safeguarding children through the proactive guidance and support of behaviour within its Children's Services. It establishes the pedagogical, relational, and cultural foundations that support children's social and emotional development, self-regulation, and respectful participation in community life.

This policy is intended to be read in conjunction with the Safeguarding Children – Challenging Behaviour Support and Safety Procedure, which applies where behaviour presents an elevated risk to safety and requires formal protective intervention, and the School's overarching [Safeguarding Children Behaviour Guidance and Support](#)

Policy. Together, these documents ensure that behaviour is addressed through teaching, support, and relationship-based practice, with escalation occurring only where safety cannot otherwise be maintained.

Behaviour guidance

The educator's active role in safeguarding children through intentional teaching, modelling, and relational practice that supports the development of positive, developmentally appropriate behaviour. Behaviour guidance involves setting clear expectations, explicitly teaching social and emotional skills, and creating environments that promote regulation, belonging, and inclusion.

Behaviour management

Behaviour management refers to the child's developing capacity for self-regulation and responsibility. Through consistent guidance, emotional safety, and supportive boundaries, children are supported to internalise expectations and make choices that respect their own wellbeing and the wellbeing of others.

Importantly, School staff do not manage children's behaviour *for* them. Rather, staff are responsible for creating safe conditions in which children can learn to engage with and appropriately express their own thoughts, feelings, emotions and actions.

Rights, shared responsibilities and Safeguarding expectations

The Children's Services operate on the belief that safeguarding children is a shared responsibility, and that respectful behaviour emerges within environments where rights, boundaries, and support are clearly upheld. We believe and assert that:

- all people deserve respect, regardless of age, culture, gender, or belief;
- all staff and children have the right to be safe;
- all staff and children are entitled to an environment free from harassment, bullying and discrimination;
- all parents/carers are entitled to quality care for their children through the provision of an environment that nurtures their social and physical development while supporting and encouraging positive behaviour;
- all children should be encouraged to behave in a friendly and respectful manner toward their peers, staff, and parents/carers;
- every child has the right to be a part of a positive environment; and
- all children have the right to be protected from physical, emotional and psychological harm: and to receive support that is proportionate, respectful, and developmentally appropriate.

While at the Service, children are expected and encouraged to behave in a manner that is characterised by the School's values: humility, kindness, courage and respect. The behaviour of one individual will not be allowed to compromise the safety or happiness of another individual or the group.

Children are expected and encouraged to respect the rights of staff and other children using the Service. They are encouraged to consider the outcomes of negative behaviour and the benefits of positive behaviour. Children's emotional needs will always be considered and support is provided where necessary. Through positive emotional support, each child can be helped to find confidence in themselves and others.

Essential agreements and behavioural expectations

Essential agreements are a core child safeguarding strategy, supporting children's voice, agency, and understanding of safety, respect, and emotional wellbeing within the service.

All classes and services within the organisation implement essential agreements as a foundational element of practice. Essential agreements are co-constructed statements developed collaboratively by educators and children, articulating shared values, expectations, and emotional needs within the learning and care environment.

Through this process, children are supported not only to understand behavioural expectations, but to recognise and articulate their right to feel safe and to contribute to the safety of others.

This practice aligns with contemporary early childhood pedagogy, which emphasises the importance of child voice, agency, and participation in shaping safe and respectful learning communities (Australian Children's Education and Care Quality Authority (ACECQA) 2020). By engaging in reflective dialogue, children and educators develop a mutual understanding of how they wish to feel and be treated - through statements such as "I have the right to feel safe" or "we speak with kindness." This approach supports children's social and emotional development, fosters a strong sense of belonging, and contributes to a culture of safety and inclusion. It also reflects principles embedded in the *Early Years Learning Framework*, particularly the emphasis on secure, respectful and reciprocal relationships, and the promotion of children's rights.

Staff regularly revisit essential agreements and incorporate the School's values (humility, kindness, courage, and respect) into discussions with children, particularly during behaviour guidance and reflective conversations. These discussions are designed to support children in developing self-awareness, empathy, and a sense of shared responsibility within the learning community.

When a child's behaviour falls outside of the agreed expectations, educators will engage the child in a calm, respectful conversation to explore what occurred, how others may have been affected, and what could be done differently in future. The aim of these conversations is to reinforce positive behaviour through teaching rather than correction, and to guide the child in restoring their sense of belonging and safety within the group. Where helpful, the child may be supported in re-engaging with their previous activity or offered an alternative experience that better supports self-regulation. In situations where behaviour results in physical harm, significant distress, or repeated difficulty, staff may complete an Accident/Incident Report Form to ensure appropriate documentation and follow-up in line with service policies and regulatory requirements.

All behaviour guidance interactions within the Service are informed by the School's [Commitment to Kindness](#).

There are certain behaviours that require an immediate response from educators due to their potential to compromise the health, safety and wellbeing of others. These behaviours include:

- violent actions (kicking, hitting and punching);
- the use of explicit or aggressive language (e.g. swearing); and
- being blatantly rude, disrespectful or threatening toward staff.

In these cases, staff may apply an immediate protective response where required to uphold the safety and wellbeing of children and staff. Where a behaviour presents an elevated or ongoing risk to safety, responses will

be guided by the Safeguarding Children – Challenging Behaviour Support and Safety Procedure, including documentation, family communication, and formal review processes.

All children are made aware of these boundaries through the co-construction of essential agreements and age-appropriate discussions. As with all behaviour guidance, the goal is not punishment, but intentional teaching and restoration - helping children to understand the impact of their behaviour, take responsibility, and build the skills needed for respectful, safe, and kind interaction and participation. This approach ensures that the Children's Services remain a safe, supportive and inclusive environment for all.

'Thinking time'

'Thinking time' is a supportive regulation strategy, not a disciplinary sanction, and is used solely to promote emotional safety and self-regulation. 'Thinking time' may be used as a final strategy in response to difficult behaviours, where continual or severe breaches of the behavioural expectations occur, or where the removal of a child from their immediate situation is necessary to de-escalate a conflict or support emotional regulation. This strategy is applied with care and consideration of the child's individual needs, age and stage of development, and the context of the behaviour.

'Thinking time' must never involve isolation, exclusion from supervision, or removal from care, and must not be used where behaviour meets the threshold for protective intervention under the Challenging Behaviour Support and Safety Procedure.

During 'thinking time', children may be directed to an area where they can calm down and think about their choices and actions, without needing to immediately account for them. Thinking time may only occur in visible locations where staff can actively supervise. This period also provides educators with an opportunity to assess the situation, ensure the wellbeing of all involved, take immediate action to support others (if required) and plan an appropriate response. While not all children will immediately engage in reflective thinking, the temporary separation from the conflict or stressor supports emotional regulation and allows for constructive engagement.

Following 'thinking time', educators will engage the child in a calm and supportive conversation to discuss what occurred, explore how others were affected, and identify positive strategies for future situations. The child will then be redirected to a new (or, if wise to do so, the previous) activity, and parents/carers will be informed of the incident upon arrival. This approach aligns with trauma-informed, restorative practice.



Safeguarding Children

Challenging behaviour support and safety procedure

National Quality Standard for Early Childhood Education and Care and School Age Care

Standard 5.1: Relationships between educators and children

Element 5.1.1: Positive educator-to-child interactions - responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included

Element 5.1.2: Dignity and rights of the child - the dignity and rights of every child are maintained

Standard 5.2: Relationships between children

Element 5.2.1: Collaborative learning - children are supported to collaborate, learn from and help each other

Element 5.2.2: Self-regulation - each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts

Education and Care Services National Law

Section 166: Offence to use inappropriate discipline

Section 167: Protection of children from harm and hazards

Education and Care Services National Regulations

Regulation 155: Interactions with children

Regulation 156: Relationships in groups

Regulation 168(2)(j): Policies and procedures on interactions with children, including the guidance of children's behaviour

Regulation 170: Policies and procedures to be followed

Regulation 171: Policies and procedures to be kept available

National Principles for Child Safe Organisations

Principle 1: Child safety and wellbeing is embedded in organisational leadership, governance and culture

Principle 3: Families and communities are informed and involved in promoting child safety and wellbeing

Principle 8: Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed

Principle 10: Policies and procedures document how the organisation is safe for children and young people

Tasmanian Child and Youth Safe Framework

Standard 4: Equity is upheld and diverse needs are respected in policy and practice.

Standard 8: Physical and online environments promote safety and wellbeing while minimising opportunity for harm.

Standard 9: Implementation of the Child and Youth Safe Standards is regularly reviewed and improved.

Universal Principle for Aboriginal Cultural Safety

Behaviour guidance will be culturally appropriate and affirm Aboriginal children's identity, ensuring responses to behaviour are free from bias or misunderstanding related to cultural norms or communication.

The purpose of this procedure is to ensure that children are protected from harm, including physical, psychological, emotional, and relational harm, when behaviours arise that place a child or others at risk within the Children's Services.

This procedure operationalises the service's safeguarding obligations by establishing clear, lawful, child-centred responses to challenging behaviours, ensuring that:

- the safety, dignity, and rights of all children are upheld at all times;
- behaviour is understood as a potential indicator of unmet needs, stress, trauma, or vulnerability;
- responses prioritise prevention, de-escalation, and support; and
- restrictive or exclusionary actions are used only as protective measures of last resort.

Safeguarding context and legislative alignment

This procedure is informed by, and must be read in conjunction with:

- the Service's Behaviour Guidance and Support Policy;
- the School's Code of Conduct;
- the School's Safeguarding Children policies and procedures.

In accordance with child safe legislation and principles:

- children have a right to feel safe, listened to, and protected from harm;
- organisational responses must minimise the risk of further harm; and
- systems must enable early identification, escalation, and review of risks to children.

Definitions (safeguarding-focused)

'**Challenging behaviour**' refers to behaviour that, in context, indicates a risk to a child's safety or wellbeing, or the safety of others, and requires a protective response by the service.

This may include (but is not limited to):

- **physical harm or attempted harm:**
hitting, kicking, biting, pushing, throwing objects, or using force against others.
- **behaviours indicating dysregulation or distress:**
sustained emotional escalation, panic responses, or loss of behavioural control.
- **unsafe use of the environment:**
actions that create foreseeable physical risk (e.g. climbing, misuse of equipment).
- **persistent refusal of safety-critical directions:**
behaviour that escalates risk despite adult support.
- **absconding or attempted absconding:**
leaving supervision, which constitutes a significant safeguarding concern.

'**Safeguarding response**' means an action taken to prevent harm, reduce risk, and protect a child's safety and dignity.

Safeguarding principles

All responses under this procedure must be consistent with the following Safeguarding principles, which govern all interactions and Safeguarding responses to challenging behaviours:

- **children's safety is paramount:**
and all decisions must prioritise protection from harm over convenience or routine.
- **behaviour is information, not misconduct:**
and may indicate unmet needs, developmental capacity, disability, trauma, or stress.
- **least intrusive response first:**
and escalation occurs only where safety cannot otherwise be maintained.
- **dignity and respect must be preserved:**
and responses must never shame, punish, isolate, or humiliate a child.
- **families are partners in safeguarding:**
and communication must be timely, transparent, and collaborative.

The primary safeguarding strategy: early intervention

This procedure exists to ensure that the service is equipped to respond lawfully and safely when behaviour presents an elevated risk to a child or others. It is not intended to be a routine or preferred mechanism for supporting children's behaviour. In a well-functioning, child-centred and trauma-informed environment, most behavioural needs should be identified early and addressed through proactive guidance, environmental adjustment, and relational support long before safety thresholds are reached.

Early intervention is therefore the service's strongest and most effective safeguarding strategy. The consistent use of preventative approaches — including attuned relationships, predictable routines, co-regulation, and timely communication — significantly reduces the likelihood that behaviour will escalate to a point where formal protective responses under this procedure are required. Where early identification and support are effective, the need to activate this procedure should be rare.

Accordingly, educators are expected to view the early identification of behavioural risk not as a preliminary step to escalation, but as the primary means of preventing escalation altogether. The activation of this procedure signals that ordinary guidance strategies are no longer sufficient to maintain safety, and that a higher level of protective oversight is required.

Educators are required to actively monitor for early signs of risk by:

- **observing patterns of distress or escalation** and noting triggers, environmental factors, and relational dynamics.
- **adjusting environments and expectations** and using predictable routines, visual supports, and calm transitions.
- **providing regulation and co-regulation support** and offering space, adult presence, sensory tools, or movement breaks.
- **escalating concerns early to the Responsible Person** and documenting emerging risks rather than waiting for incidents. Early identification is a core safeguarding obligation, not optional practice.



Safeguarding procedure

Where behaviour presents an immediate or imminent risk of harm, the service must act to protect children.

The Responsible Person may:

- direct staff to move other children to safety, reducing exposure to risk without isolating or punishing the child; or
- support educators to separate a child from unsafe stimuli, and do so using calm, non-restrictive, supportive strategies.

Physical intervention:

- must align with the practices, purpose and safeguarding principles outlined in the School's *Safeguarding Children Physical Restraint Policy*;
- must only be used to prevent immediate serious harm;
- must never be used as punishment or behaviour control;
- must be proportionate, minimal, and time-limited; and
- must only be undertaken by trained staff.

Any use of physical intervention is a serious safeguarding event and must be documented and reviewed.

Protective Decision to Request Early Collection

A request made to parents/carers for early collection may only be applied as a protective safeguarding measure, *not a disciplinary response*.

The Responsible Person may request early collection where:

- the child's behaviour presents an ongoing risk of harm (to others or to self); AND
- reasonable de-escalation and support strategies have been attempted; AND
- the service cannot maintain safety without escalating to more restrictive practices.

This decision must:

- be made by the Responsible Person;
- be based on safety risk, not inconvenience; and
- be clearly explained to families as a protective action.

While awaiting collection, educators must:

- ensure continuous supervision and maintain educator-to-child ratios;
- provide calm, supportive care and reassure the child that they are safe and supported; and
- protect the child's dignity and privacy – avoiding discussion of the incident in front of others.



Clothing & comfort policy

National Quality Standard for Early Childhood Education and Care and School Age Care

Standard 2.1: Each child's health and physical activity is supported and promoted.

Element 2.1.1: Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.

Education and Care Services National Law

Section 51(1)(a): Conditions on service approval - compliance with National Law and Regulations.

Section 167: Offence relating to protection of children from harm and hazards.

Section 168: Requirement for education and care services to have policies and procedures.

Education and Care Services National Regulations

Regulation 51(1)(a): Conditions on service approval - compliance with National Law and Regulations.

Regulation 167: Offence relating to protection of children from harm and hazards.

Regulation 168: Education and care service must have policies and procedures.

National Principles for Child Safe Organisations

Principle 2: Children and young people are informed about their rights, participate in decisions affecting them, and are taken seriously.

Principle 10: Policies and procedures document how the organisation is safe for children and young people.

Tasmanian Child and Youth Safe Framework

Standard 4: Equity is upheld and diverse needs are respected in policy and practice.

Standard 8: Physical environments promote safety and wellbeing while minimising opportunity for harm.

Universal Principle for Aboriginal Cultural Safety

Children's cultural preferences and family traditions regarding clothing and comfort are acknowledged and respected, including attire reflecting Aboriginal cultural heritage and connection to Country.

Clothing during school hours must comply with the School's defined uniform, as outlined in the [Early Learning Centre & Junior School Course Handbook](#) and the Staff Handbook. Uniforms provided for families through the School meet Australian Standards for sun protection and comfort. Variations between summer and winter uniforms ensure an optimal comfort level for the children in our care.

Clothing for messy play

Clothing for messy play is recommended during sensory play and art and craft activities such as:

- painting/collage;
- clay or water play;
- papier-mâché; and/or
- cooking.

The School provides smocks for art and craft, and for some outdoor experiences in Pre-Kindergarten and Kindergarten.

Children in Kindergarten are expected to have simple, velcro-strapped shoes to facilitate self-help and independence. Activity-specific clothing is outlined in parent/carers documentation at the beginning of the year (e.g. gumboots for wet weather play).

Protective behaviours and practices

The protective behaviours and practices that involve clothing are outlined in the School's [Safeguarding Children and Young People policy](#). In summary:

- Staff are not permitted to supervise school-aged children when dressing or undressing.
- Staff may supervise or assist younger children in Kindergarten and OSHC with their clothing needs. Wherever possible, such assistance occurs with second staff member present.

All children have the right to privacy, dignity and personal autonomy. Staff will act sensitively and with discretion when assisting children, in a manner consistent with child-safe and trauma-informed principles.

Clothing in Vacation Care

Children participating in excursions during Vacation Care will be expected to wear appropriate clothing. Holiday Programs state the need for specific items of clothing to suit whatever weather may eventuate (e.g. hats for sun protection, a warm coat for cooler weather and sensible, practical shoes). Staff should try to ensure that all children are wearing clothing that is appropriate for the excursion listed. If a child presents at school or Vacation Care in clothing that is inappropriate or inadequate for the weather conditions or excursion, their parents/carers will be contacted and asked to supply a suitable alternative.

Hats and sun protection

Children are required to wear a school sun hat that protects their face, neck and ears whenever they are outside in the sun (either a legionnaire design or a wide-brimmed hat). Children without a hat will be required to play in a shaded area or stay inside. On excursions where this is not an option, they will be loaned a hat (from the School's designated loan hats).

For further information about the School's approach to sun safety, please refer to the [Sun Protection Policy](#).

Information and communication

The Children's Services inform the decisions made by parents/carers concerning their children's clothing by providing this policy in the [Parent Handbook](#) and by outlining its expectations in enrolment forms, newsletters, excursion permission forms and Vacation Care programs. For consistency and role modelling, staff are also expected to adhere to and uphold the principles of this policy.



Collection of children policy

.National Quality Standard for Early Childhood Education and Care and School Age Care

Standard 2.2: Each child is protected.

Element 2.2.1: Supervision - At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

.Education and Care Services National Law

Section 167: Offence relating to protection of children from harm and hazards.

.Education and Care Services National Regulations

Regulation 84: Awareness of child protection law

Regulation 86: Notification to parents of incident, injury, trauma and illness

Regulation 99: Children leaving the education and care premises

Regulation 160: Child enrolment records to be kept by approved provider

Regulation 161: Authorisations to be kept in enrolment record

Regulation 165: Offence to inadequately supervise children

Regulation 167: Protection from harm and hazards

Regulation 168: Education and care service must have policies and procedures

Regulation 170: Policies and procedures to be followed

Regulation 171: Policies and procedures to be kept available

Regulation 177: Prescribed enrolment and other documents to be kept by approved provider

.National Principles for Child Safe Organisations

Principle 1: Child safety and wellbeing is embedded in organisational leadership, governance and culture.

Principle 10: Policies and procedures document how the organisation is safe for children and young people.

.Tasmanian Child and Youth Safe Framework

Standard 2: Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.

Standard 5: People working with children and young people are suitable and supported to reflect child safety values in practice.

.Universal Principle for Aboriginal Cultural Safety

Collection procedures consider Aboriginal kinship structures and family arrangements and support culturally safe engagement with authorised persons.

The School is committed to ensuring that parents/carers can feel confident that their child is safe, supervised, and protected at all times while in care. The School follows strict guidelines regarding access to children by anyone other than the child's parents/carers. Confidentiality in custodial issues is maintained at all times, and parent/carer wishes are respected within the boundaries of the law.

Authorisation for the collection of children

Only a child's parents/carers may collect a child from the Children's Services without prior authorisation. At the time of enrolment, parents/carers may list other individuals that are permitted to collect their child. This section of the enrolment form must be signed by the parent/carer.

If a parent/carer wishes to update the list of authorised persons, they must notify the service immediately - preferably in writing (email is acceptable). No child will be released to any person not formally authorised either on an enrolment form or via parent/carer instruction.

If a parent/carer arranges for someone not on the authorised pick-up list to collect their child, they must contact the Service to advise of the arrangement. Where possible, prior written consent is requested, including the full name of the person that is permitted to collect the child. Upon their arrival, staff will request photo identification to verify that the person collecting the child is authorised to do so.

Collection of children: staff responsibilities

Staff are responsible for verifying the identity of individuals collecting children from the service. If a staff member is unsure about a person's authorisation, they must contact the child's parents/carers for confirmation. The child will not be released from care until direct authorisation has been obtained.

Where staff have concerns about a pickup, authorised or otherwise, they should speak immediately with the responsible person, the Co-ordinator or the Director. If management are unavailable for any reason, staff should call and speak with the child's parents/carers to confirm the authorisation to release the child from care.

Custodial arrangements

Where court orders are in place concerning the custody of a child, a copy must be provided to the Service and retained with that child's records. The Service will strictly adhere to any legal documentation provided.

Occasionally, one parent/carer may request that another not collect their child. If no court order exists, staff cannot refuse a parent/carer their child. In such a case, the Service may seek to delay the release of the child until further clarification can be obtained, and staff are encouraged to notify the Director immediately.

Late collection procedure

The School recognises that there may be occasions where a parent/carer is unavoidably late in collecting their child or children. Parents/carers are asked to call the Service and advise of their situation and estimated arrival time. If a parent/carer is unable to pick up their children before closing time, it is suggested that they arrange for an authorised contact to collect their children. If this person is not authorised on the child's enrolment form, the parent/carer must notify the Service of that person's name and relationship to the child.

Where a child is not collected by the designated closing time and no communication has been received from the parent/carer, the following steps will be taken:

- 1. 5 minutes after closing time:**
A staff member will contact the parent/carer to determine a reason and estimated arrival time.
- 2. If the staff member cannot contact a parent/carer:**
One of the emergency contacts on the child's enrolment form will be contacted.
- 3. If after 15 minutes no contact can be made with any of the listed contacts:**
Staff should telephone the Director of Kindergarten and Children's Services for further directions. At this stage, the Director may enact the procedure outlined under the Abandoned Child Policy.

Repeated late collections will be addressed with families, and a meeting with the Director may be required to determine appropriate arrangements moving forward.



Educational program planning and practice policy

National Quality Standard for Early Childhood Education and Care and School Age Care

Quality Area 1: Educational Program and Practice.

Standard 1.1: The educational program enhances each child's learning and development.

Standard 1.2: Educators facilitate and extend each child's learning and development.

Education and Care Services National Regulations

Regulations 73-76: Educational program requirements, documentation of child assessments, and program evaluations.

Regulation 111: Administrative space.

Regulation 155: Interactions with children.

Regulation 156: Relationships in groups.

Regulation 166: Offence to use inappropriate discipline.

Regulation 168(1)(c)-(d): Requirement to have policies on educational programming and development.

Regulation 171(1)(a): Policies and procedures to be kept available.

Regulation 254: Children of school age-staffing requirements for centre-based services.

National Principles for Child Safe Organisations

Principle 1: Child safety and wellbeing is embedded in organisational leadership, governance and culture.

Principle 8: Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.

Principle 10: Policies and procedures document how the organisation is safe for children and young people.

Tasmanian Child and Youth Safe Framework

Standard 1: Children and young people are safe, informed and participate.

Standard 4: Equity is upheld and diverse needs are respected in policy and practice.

Standard 7: Ongoing education and training equip people to keep children and young people safe.

Universal Principle for Aboriginal Cultural Safety

Educational programs embed Aboriginal perspectives across planning and practice and actively include the voices, experiences and cultural knowledges of Aboriginal children and families.

The School is committed to providing high quality educational programs for children that are fun, diverse and developmentally challenging. Programs are designed to nurture each child's sense of agency, identity and belonging while supporting their growth across all learning domains. Programming is intentional, reflective and inclusive, guided by the principles of the Early Years Learning Framework and planned in consultation with children, families and staff.

Programs are constructed to:

- reflect the interests, strengths and ideas of children;
- support healthy relationships and interactions with peers, families, staff and the community;
- challenge children within their zone of proximal development;
- support autonomy, resilience and creative thinking; and
- provide meaningful learning through both structured experiences and play-based discovery.

The School recognises that the children in its care possess a wide range of knowledge, skills and developmental needs. Its programs are designed with sensitivity to each child's individual context, and seeks to support their:

- desire to investigate, negotiate, problem-solve, and think critically;
- social relationships and community engagement;
- emotional regulation and expression;
- understanding of diversity, inclusion, justice and equity;
- emerging sense of identity and self-worth;
- relationship to the world around them; and
- their preferred learning styles and modalities.

Gathering information through observations

Educators collect a range of qualitative and contextual information to inform the program planning cycle. This includes observations of each child's:

- relationships;
- family background and cultural context;
- interests and preferences;
- language and communication style; and
- strengths and emerging abilities.

This information is gathered from a combination of child-led conversations, family input, peer interactions and staff observations during play and structured activities. This data informs the planning process, allowing staff to integrate targeted learning experiences into the class environment, thus meeting group needs and individual needs simultaneously. This data is stored and managed according to the School's [Privacy Policy](#) and the *Parent Access & Information* section of this document.

Ongoing observations are objective, purposeful, and linked to developmental outcomes. Staff assess each child's engagement, progress, and emotional responses to experiences. Observations are used to inform future programming, identify developmental opportunities, and scaffold learning.

Evaluation and reflection

The evaluation process is essential for ensuring program quality and responsiveness. Educators assess:

- the effectiveness of planned experiences;
- engagement and participation levels;
- developmental outcomes for individuals and groups; and
- alignment with the Early Years Learning Framework outcomes.

Regular team meetings provide an opportunity for collaborative reflection, review of documentation, and professional dialogue. Program adjustments are made to better meet children's evolving needs and interests.

After School Care

After School Care is designed to provide a relaxed and engaging environment where children can unwind and socialise after the school day. The program prioritises:

- opportunities for self-choice and autonomy;
- a balance between active and quiet activities;
- access to creative materials, games, and structured group experiences.

Children may engage with materials independently or participate in educator-led experiences. Staff actively support children who require assistance in selecting or engaging with activities. Respect for shared equipment, collaborative participation, and responsibility for clean-up are modelled and encouraged.

Outdoor active play is prioritised each afternoon, with regular access to playgrounds and ovals. These sessions provide opportunities for gross motor development, social interaction, and energetic play.

All activities are recorded and evaluated to inform future planning. Brief evaluations are used to document developmental focus areas, and staff use this information during team discussions to enhance program quality and relevance.

Vacation Care

Vacation Care programming is designed to provide a safe, enjoyable, and enriching experience during school holidays. Recognising that many children attend due to their parents' work obligations, the program offers a rich variety of excursions and onsite experiences intended to emulate the engaging outings families might undertake during their own leisure time.

Excursions occur frequently and include a broad spectrum of activities such as:

- recreational visits (e.g. cinemas, skate centres);
- nature-based experiences (e.g. bushwalks, parks, outdoor games);
- creative and social activities (e.g. barbecues, art days, sensory play).

Programs aim to introduce children to new environments and revisit favourite activities, with careful attention to safety, accessibility, and developmental challenge. Further detail about excursion procedures and risk management can be found in the Excursions section of this policy suite.



Excursions policy

.National Quality Standard for Early Childhood Education and Care and School Age Care

Standard 1.1: The educational program enhances each child's learning and development.

Standard 1.2: Educators facilitate and extend each child's learning and development.

Standard 2.2: Each child is protected.

Education and Care Services National Regulations

Regulations 73, 75-76: Educational program documentation, access and communication.

Regulations 85-87: Incident, injury, trauma and illness procedures and records.

Regulations 89-90, 92-96: First aid kits, medical conditions, and medication administration.

Regulations 97-98: Emergency and communication procedures.

Regulations 100-102: Excursion risk assessments and authorisations.

Regulation 136: First aid qualifications.

Regulations 155-156: Interactions with children and relationships in groups.

Regulation 166: Offence to use inappropriate discipline.

Regulations 168(1)(c)-(d): Policy and procedure requirements relating to excursions and interactions.

Regulation 171(1)(a): Policies and procedures to be kept available.

Regulation 254: Children of school age-staffing requirements for centre-based services.

Regulation 345 (Tasmania): Water hazards and swimming pools.

Education and Care Services National Law

Section 167: Protection of children from harm and hazards

.National Principles for Child Safe Organisations

Principle 1: Child safety and wellbeing is embedded in organisational leadership, governance and culture.

Principle 8: Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.

Principle 10: Policies and procedures document how the organisation is safe for children and young people.

.Tasmanian Child and Youth Safe Framework

Standard 1: Children and young people are safe, informed and participate.

Standard 5: People working with children and young people are suitable and supported to reflect child safety values in practice.

Standard 8: Physical environments promote safety and wellbeing while minimising opportunity for harm.

.Universal Principle for Aboriginal Cultural Safety

Excursion planning respects the cultural significance of land and Country for Aboriginal children and includes consultation with families where excursions may affect or engage with cultural heritage sites or practices.

The School values excursions as a vital enrichment of its early childhood programs and services. Excursions provide a variety of experiences, challenges and opportunities for engagement with the wider community, and cater to the interests of the children attending. Excursions are offered through Pre-Kindergarten, Kindergarten and OSHC. All excursions are age and developmentally appropriate, and align with the curriculum frameworks governing each service. Staff ensure that excursions are purposeful, and provide varied and inclusive experiences for all children.

Risk assessments

Risk assessments are completed for every excursion prior to approval. Risk assessments in the Children's Services are retained in the School's Risk Management System (Complispace) and are either created prior to the excursion (Pre-Kindergarten & Kindergarten) or created once, then reviewed prior to every Vacation Care program (OSHC). All risk assessments are reviewed and approved or rejected by the School's Safety and Risk Team. The School maintains a record of all completed risk assessments.

All risk assessments include excursion day checklists of required safety items (e.g. first aid kits, emergency information, emergency contact details, student information).

Bookings and permissions

No child will ever be taken on an excursion outside the School (a 'non-routine excursion') without the prior authorisation of their parents/carers. Permission forms may be either paper or digital, but always include:

- the date and time of an excursion;
- the proposed destination;
- the method of transport;
- the purpose of the excursion; and
- the staff to child ratio for the excursion.

Short walks in the local area ('routine excursions') may be taken on an unscheduled basis. Parents/carers sign permission forms for these walks at the beginning of each year, but not for each trip. If any child is present on such an occasion without a signed permission form, alternative arrangements must be made for that child.

Excursions provided by Pre-Kindergarten or Kindergarten may attract additional charges where appropriate.

Vacation Care bookings and permissions

Vacation Care bookings are advertised in the program (released before each term break) and operate on a first-in, first-served basis. Confirmation of bookings are issued once permission forms are received. Wait lists (if required) are managed in order of receipt. Parents/carers will be contacted if places become available due to cancellations.

Fees for Vacation Care excursions are included in the daily cost.

Staff ratios

The School adheres to or exceeds the following minimum ratios for excursions:

- 1:10 - children aged 3-4 years (LDC, Vacation Care, OSHC)
- 1:15 - children aged 6-12 years (Vacation Care and OSHC)
- High-risk excursions or environments (e.g. any destination with a water hazard, beaches, thick bushland, busy traffic zones) may require lower ratios (e.g. 1:5 for 3-4 year-olds).

Staffing allocations are made according to the risk assessment and may vary based on group composition, venue, and method of transport.

Roads and transportation

Excursions may involve transportation by foot, school bus, or hired coaches.

All transportation is managed according to the *Transportation Policy* (included in this document).

Private vehicles may be used on excursions for the transport of equipment or food, provided the required food safety considerations are taken into account. Staff are not permitted to transport children to or from an excursion using private transportation.

Crossing major roads requires staff to follow approved procedures, and may result in changes to ratios for children under four years of age.

Supervision and safety

Certain items must be taken on every excursion (e.g., First Aid kits, children's medication, EpiPens, emergency contacts, etc.). Each of these items is listed in the [Risk Assessment Template](#) as an excursion day checklist.

On any excursion, at least one staff member accompanying the children will hold a current First Aid certificate. At least one staff member will carry with them the details of a secondary contact at the School, including name, address and phone number.

Accidents and incidents on excursions are to be handled according to the details outlined in the First Aid Policy. As in all other instances, an [Accident/Incident Report Form](#) should be completed.

There are a few general points that staff will always discuss with children upon arrival at their destination. The supervising staff member will explain to the children where their boundaries are, explicitly detailing where the children may go, and where they may not. Boundaries may be physical, such as a wall or fence, or visual, such as 'you may not go past this tree', or 'you must stay where you can see me, and I can see you', etc.

Beaches and water hazards

If children are visiting the beach, they are permitted to paddle, but only up to their knees. Any child who breaches this rule will not be allowed to paddle.

When on an excursion to the beach, staff must stand behind the children (i.e., in deeper water) to support child safety. Though legislation does allow for the provision, no child will be permitted to swim while on an excursion. This applies primarily due to the staff/child ratios required in such an exercise, but also because of the inherent risks associated with allowing a child to swim while in care.

The use of toilets on excursions

Toilets at excursion destinations must be inspected by staff upon arrival. This is to ensure their safety from syringes, unclean facilities, etc. Children are asked not to talk to people that they do not know, and to report to staff if any member of the public is behaving in a way that makes them feel uncomfortable.

During excursions, younger children must be accompanied to the toilets. Children in Year 3 or higher may go to the toilet unaccompanied (preferably in pairs or small groups), provided that the toilets are visible to staff, who will supervise their departure and return.

Medication administration

If medication administration is required while on an excursion, staff are required to follow procedures contained in the *Medication Administration* Policy section of this document.

Overnight care

The Children's Services does not provide overnight care under any circumstances.



Health and hygiene policy

National Quality Standard for Early Childhood Education and Care and School Age Care

Standard 2.1: Each child's health and physical activity is supported and promoted.

Education and Care Services National Regulations

Regulations 77-78: Health, hygiene and safe food practices.

Regulations 85-87: Incident, injury, trauma and illness procedures and records.

Regulations 88-91: Infectious diseases, managing medical conditions and risk minimisation plans.

Regulations 92-96: Medication and first aid requirements.

Regulation 136: First aid qualifications.

Regulation 162: Health information to be kept in enrolment record.

Regulation 168(1)(a)-(d): Requirement to have policies on health, hygiene, and infectious diseases.

Education and Care Services National Law

Section 167: Protection of children from harm and hazards.

National Principles for Child Safe Organisations

Principle 1: Child safety and wellbeing is embedded in organisational leadership, governance and culture.

Principle 10: Policies and procedures document how the organisation is safe for children and young people.

Tasmanian Child and Youth Safe Framework

Standard 1: Children and young people are safe, informed and participate.

Standard 7: Ongoing education and training equip people to keep children and young people safe.

Standard 10: Policies and procedures document how the organisation is safe for children and young people.

Universal Principle for Aboriginal Cultural Safety

Health and hygiene practices are inclusive of traditional understandings of health and wellbeing for Aboriginal children and are communicated in a culturally sensitive manner.

In any large group, one of the biggest risks is the spread of infection. One of the most effective ways of mitigating this risk is through regular hand washing. All staff and children are required to wash their hands:

- before handling or preparing food;
- before eating;
- after going to the toilet;
- after contact with bodily substances;
- after handling rubbish;
- after handling animals; and
- before and after giving medication or providing first aid.

To protect themselves and others and to mitigate the risk of infection, staff must wear disposable gloves when:

- cleaning or coming into contact with bodily substances or fluids;
- dealing with open wounds;
- handling surfaces, clothes or equipment soiled by bodily fluids; and
- cleaning and sanitising contaminated areas.

Staff should wear gloves while cleaning if they have an open wound or break in the skin, or are prone to skin conditions. Staff should always wash their hands with soap and water after removing gloves. Staff who are unwell are encouraged to stay home to recover from their illness, rather than attend work and risk spreading infection.

Cleaning

The Service must be maintained in a clean and sanitary condition.

This includes regular cleaning of toys and equipment, washrooms, floors, surfaces and linen. Frequently used surfaces such as benchtops, tables and taps are cleaned after use and thoroughly cleaned (by contracted cleaners) at the end of each day. All toys are washed regularly in warm water and soap or sanitiser and left to dry, preferably in sunlight. Toys that are broken, or unable to be adequately cleaned are discarded. Personal toys should be kept in a child's locker or bag and are not for use communally.

The School's (contracted) cleaners clean all of the Children's Services daily. It is their responsibility to clean toilets, washbasins, floor surfaces and all kitchen and food surfaces. Rubbish bins are also emptied by cleaning staff. Service staff are required to clean other surfaces and equipment.

Toileting

Children have easy access to toilets and hand washing facilities (including in class-adjacent spaces in Pre-Kindergarten and Kindergarten). They are encouraged to flush toilets after each use and follow a supervised hand washing routine. Where children have 'accidents', soiled clothing is placed in a plastic bag and returned to the family.

Staff have separate toilet facilities with appropriate units for the disposal of sanitary items.

Eating and drinking

Children have access to their drink bottles for water throughout the day.

In the OSHC service, morning and afternoon tea is provided on a communal plate but served by a member of staff using gloves and utensils, which are washed after each use. Children are instructed to dispose of any uneaten or contaminated food. Food is stored, prepared and served hygienically. For further information on this topic, refer to the *Nutrition and Healthy Eating Policy* section of this document.

Animals

The School does not keep any animals on-site.

Animals that 'visit' the School are kept in clean and healthy condition in line with The Code of Practice for Use and Care of Animals in Schools (The Prevention of Cruelty of Animals Act 1985). Children are supervised when in contact with animals and are instructed to wash their hands after contact. Children are discouraged from close face-to-face contact with animals.

Dental hygiene

The School provides children and young people with developmentally appropriate programs that teach and encourage good health and nutrition.

Staff speak with children about healthy choices during meal and snack times throughout the day, and encourage water consumption. Parents/carers are expected to provide nutritious lunches and snacks for their children. Canteen menus are designed to be nutritionally balanced and do not offer excessive sweet or sugary options. Sweets are discouraged as a form of reward.

Visits by a dental hygienist are arranged as part of the annual program for Kindergarten to Year 2. During these sessions, correct techniques for brushing teeth and dental care will be discussed. Information is sent home to families after these sessions. Other information is available to staff and families through newsletters, posters, professional visits, web links and brochures.

Work health and safety

Employee and employer obligations regarding Work Health and Safety issues are discussed with new staff as part of their induction. Annual training programs ensure that staff can identify:

- the School's Work Health and Safety procedures and policies;
- safe workplace practices;
- how to report hazards, near misses, incidents and injuries; and
- how to contribute to a safe working environment.

The School is strictly smoke and vape free. All rooms have sufficient heating and ventilation. Staff take into account any specific activities or individual needs when adjusting lighting, heating, or ventilation. Noise levels indoors are kept at a comfortable level. Further information is available on the School's [Work Health and Safety](#) website.



Health and Safety policy

National Quality Standard for Early Childhood Education and Care and School Age Care

Standard 2.1: Health - Each child's health and physical activity is supported and promoted.

Element 2.1.2: Effective illness and injury management and hygiene practices are promoted and implemented.

Standard 2.2: Supervision - *Each child is protected.*

Element 2.2.1: At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

Standard 7.1: Governance supports the operation of a quality service that is child safe.

Element 7.1.2: management systems - systems are in place to manage risk and enable the effective operation of a quality service that is child safe.

Education and Care Services National Regulations

Regulation 168: Education and care service must have policies and procedures.

Education and Care Services National Law

Section 167: Offence relating to protection of children from harm and hazards.

National Principles for Child Safe Organisations

Principle 1: Child safety and wellbeing is embedded in organisational leadership, governance and culture.

Principle 10: Policies and procedures document how the organisation is safe for children and young people.

Tasmanian Child and Youth Safe Framework

Standard 1: Children and young people are safe, informed and participate.

Standard 8: Physical and online environments promote safety and wellbeing while minimising opportunity for harm.

Standard 10: Policies and procedures document how the organisation is safe for children and young people.

Universal Principle for Aboriginal Cultural Safety

Health and safety practices take account of cultural norms and traditional care approaches, with particular attention to creating safe, inclusive spaces for Aboriginal children.

The primary source for Work Health and Safety Information is the School's broader [Work Health and Safety Policy](#) and [procedures](#). The following information is designed to be complementary to those documents, highlighting procedures and risk mitigation processes that are particularly relevant to the Children's Services. This policy outlines key expectations and practices unique to the Children's Services, including the Early Learning Centre, Pre-Kindergarten, Kindergarten, and OSHC programs. It is underpinned by the School's commitment to risk reduction, preventive practice, and the creation of safe, responsive environments for children and staff.

Environment and playground checks

All indoor and outdoor environments used by children are checked daily for safety and suitability. These checks are documented using a daily checklist system. Where hazards are identified, staff are expected to take immediate steps to manage the risk (e.g. isolating the hazard) and notify the Facilities team via email (maintenance@hutchins.tas.edu.au). Excursion venues and play areas are similarly inspected before use by children.

Chemical and cleaning product safety

All cleaning products and chemicals are stored in lockable cupboards, inaccessible to children, and are clearly labelled. Staff are trained in the safe use of these products and are familiar with the Safety Data Sheets (SDS) held on site. Most products used are non-toxic and appropriate for early childhood settings.

Safety equipment and protective gear

During Vacation Care or special events (e.g. 'Wheel Days'), children are required to wear a securely fitted helmet to participate in activities involving bikes, scooters, skateboards or rollerblades. Where appropriate, families may also request their child wear additional safety equipment (e.g. elbow or knee pads). Children without a helmet will not be permitted to participate. Parents/carers accept responsibility for damage or loss of their child's belongings and are advised of this expectation upon enrolment and booking.

Smoking, vaping, drugs and alcohol

In accordance with the School's overarching [Drug and Alcohol Policy](#) and the principles of the National Quality Framework, smoking, vaping, and the consumption or possession of alcohol or other illicit substances are strictly prohibited across the entire School, including those areas used by the Children's Services. This includes:

- all outdoor and off-site locations when children are present;
- excursions,
- arrival and departure times; and
- transition periods.

Staff must not consume alcohol or be under the influence of alcohol or other drugs while on duty or engaging with children in any capacity. Similarly, staff must not attend work while impaired by prescription medication that may affect their capacity to safely supervise or support children. Children must not bring substances of any kind into the Service, and any concerns regarding a child's exposure to drugs, alcohol, smoking or vaping (either directly or indirectly) must be reported to the Nominated Supervisor and addressed in accordance with legislation and School policy.

The Service recognises its responsibility to model and promote positive health behaviours. Staff will be supported through professional learning and supervision to understand their responsibilities and uphold the expectations outlined in this policy.

Policy Integration

This policy operates in conjunction with:

- the School's [Work Health and Safety Policy](#);
- the Excursions Policy (in this document);
- the [First Aid Procedure](#);
- the Health and Hygiene Policy (in this document); and
- the Collection of Children Policy (in this document).

Children's Services staff are required to be familiar with these policies and apply them consistently in their daily practice. The Director and Co-ordinator are responsible for ensuring all WHS incidents are logged, risk assessments are reviewed, and internal (Children's Services only) procedures are updated as needed.



Infectious diseases and immunisation policy

National Quality Standard for Early Childhood Education and Care and School Age Care

Standard 2.1: Health - Each child's health and physical activity is supported and promoted.

Element 2.1.2: Effective illness and injury management and hygiene practices are promoted and implemented.

Education and Care Services National Regulations

Regulations 77-78: Health, hygiene and safe food practices.

Regulations 85-87: Incident, injury, trauma and illness procedures and records.

Regulations 88-91: Infectious diseases, managing medical conditions and risk minimisation plans.

Regulations 92-96: Medication and first aid requirements.

Regulation 136: First aid qualifications.

Regulation 162: Health information to be kept in enrolment record.

Regulation 168(1)(a)-(d): Requirement to have policies on health, hygiene, and infectious diseases.

Education and Care Services National Law

Section 173: Offence to fail to notify certain information.

National Principles for Child Safe Organisations

Principle 1: Child safety and wellbeing is embedded in organisational leadership, governance and culture.

Principle 3: Families and communities are informed and involved in promoting child safety and wellbeing.

Principle 10: Policies and procedures document how the organisation is safe for children and young people.

Tasmanian Child and Youth Safe Framework

Standard 3: Families and communities are informed and involved in promoting child safety and wellbeing.

Standard 4: Equity is upheld and diverse needs are respected in policy and practice.

Universal Principle for Aboriginal Cultural Safety

Communications about infectious diseases and immunisation are delivered in ways that respect Aboriginal community preferences, health understandings, and ensure equitable access to care.

This policy addresses the management of infectious diseases within the School's Children's Services, with particular regard to those that may be preventable through vaccination. The School is committed to maintaining a safe, healthy environment for all children and young people, staff and families, by:

- implementing clear procedures for the infection control and disease exclusion;
- supporting the immunisation of children and young people, families and staff, in accordance with national and state guidelines;
- complying with relevant legislative requirements regarding notification, documentation and Public Health response; and
- minimising disruptions to learning while safeguarding children's health.

Immunisation History Statements

The School requires that parents/carers provide a valid and up to date Immunisation History Statement upon enrolment. Acceptable forms of evidence include:

- an official record from the Australian Immunisation Register (AIR);
- a certificate issued by a medical practitioner; or
- a valid exemption recorded on the AIR (e.g. medical contraindication or natural immunity).

Where none of these forms of evidence can be supplied, a Statutory Declaration may be submitted temporarily while evidence is sought. This must be signed and lodged with the enrolment.

Exclusion during an outbreak

Under the National Health and Medical Research Council (NHMRC) guidelines, any student who is not immunised (and is at risk) may be excluded from the School during an outbreak of infectious disease, even where that student is asymptomatic.

Exclusion may apply in cases where:

- the child is unvaccinated by choice;
- the child has a valid medical exemption; or
- immunisation is incomplete due to age or other delay.

These measures are designed to reduce the risk of transmission and protect vulnerable children during an outbreak of an infectious disease. Every effort will be made not to disadvantage students who fit these criteria.

Parent/carer responsibilities:

The School requires that parents/carers:

- provide an initial, up-to-date record of immunisation upon enrolment;
- inform the School of any changes to immunisation status;
- notify the School as soon as possible if their child is suspected of, or has an infectious disease;
- follow any exclusion advice or timeframes issued by the School, Public Health, or the NHMRC; and
- comply with the School's requirements regarding exclusion, where required.

Staff responsibilities:

Staff are expected to:

- implement infection control procedures as required by the School;
- exclude themselves from the workplace when unwell or potentially infectious; and
- manage their immunisation schedule and record, keeping their immunisations up to date.

School responsibilities:

The School will:

- maintain a database that contains immunisation records for students;

- request updates to immunisation records from parents/carers on an annual basis;
- liaise with Public Health to manage infectious disease outbreaks; and
- ensure all staff are informed of their responsibilities regarding infection control and immunisation.



Medical conditions policy

National Quality Standard for Early Childhood Education and Care and School Age Care

Standard 2.1: Health - Each child's health and physical activity is supported and promoted.

Element 2.1.2: Effective illness and injury management and hygiene practices are promoted and implemented.

Standard 7.1: Governance supports the operation of a quality service that is child safe.

Element 7.1.2: management systems - systems are in place to manage risk and enable the effective operation of a quality service that is child safe.

Education and Care Services National Law

Section 173: Offence to fail to notify certain information relating to the health and wellbeing of children.

Education and Care Services National Regulations

Regulations 77-96: Requirements relating to medical conditions, medication administration, and health management in education and care services.

Regulations 158-162: Management of health and safety, including risk minimisation for children with medical conditions, and the requirement to keep health records.

Regulation 168: Requirement for policies and procedures on medical conditions, medication administration, and health management.

Regulation 177: Requirement to keep prescribed enrolment and other records.

National Principles for Child Safe Organisations

Principle 1: Child safety and wellbeing is embedded in organisational leadership, governance and culture.

Principle 3: Families and communities are informed and involved in promoting child safety and wellbeing.

Principle 10: Policies and procedures document how the organisation is safe for children and young people.

Tasmanian Child and Youth Safe Framework

Standard 1: Children and young people are safe, informed and participate.

Standard 4: Equity is upheld and diverse needs are respected in policy and practice.

Standard 7: Ongoing education and training equip people to keep children and young people safe.

Universal Principle for Aboriginal Cultural Safety

Individual medical management plans for Aboriginal children respect community advice and traditional understandings of wellness, and family engagement is central to risk minimisation.

About this policy

This policy should be considered alongside the School's [Medication Administration Policy](#). Information contained in that policy is not duplicated here except where context demands it.

Key terms and definitions

This policy contains several unique definitions that may not appear elsewhere in this document. They are defined here (rather than in the whole-document definitions) for ease of use.

ASCIA	Australasian Society of Clinical Immunology and Allergy
Medication	Prescribed and non-prescribed drugs or medicines categorised as occasional, routine, over-the-counter, or prescription medications,

	requiring permissions and documentation as detailed in the overarching Medication Administration Policy .
Medical Condition Action Plan	Provided by families and produced by medical practitioners. These Action Plans (often ASCIA Action Plans) inform staff regarding a child's medical conditions, required treatment and (where relevant) medication.
Medical Conditions Risk Minimisation Plan	Produced by the Service, in consultation with families. This plan outlines how the service will reduce the risk of harm to a child while in care at the Service.
Medical Conditions Communication Plan	Produced by the Service for communication among staff. This plan lists all of the children in the service with medical conditions that require adjustments, medication or Action Plans, with a summary of their condition(s) and any potential triggers. This document is confidential and is displayed in staff-only areas.

The School is committed to supporting the health and safety of all of the children in its care, including those with specific health needs or medical conditions. It will involve all educators, families and children in ongoing discussions about medical conditions while maintaining privacy and confidentiality.

Children with known medical conditions will not be permitted to attend the Service without prescribed medication supplied by their family. Families are required to provide this information during the enrolment process and are responsible for updating the Service on any changes to their child's medication or prescription.

The School is responsible for:

- considering reasonable adjustments to include and support children with medical conditions;
- providing programs, services and facilities that have an equitable approach to inclusion;
- delivering training and professional development related to medical conditions;
- providing information to staff, students and parents/carers regarding the supports available to assist people with disabilities and/or medical conditions; and
- maintaining accurate records and documentation.

Parents/carers must:

- inform the School of their child's medical condition(s) at enrolment or diagnosis;
- provide current, medical practitioner-signed management plans (including a recent photo of the child);
- informing the School of any changes to their child's management plan;
- provide relevant medication *in its original container*, in-date and current according to their child's health needs; and
- ensure adequate medication is available to accompany children on excursions (where required).

The Enrolment Form

Parents/carers must provide information regarding relevant medical conditions on the Enrolment Form, and supply Medical Condition or ASCIA Action Plans (where applicable).

Where an Action Plan is provided, it will be used to inform the service's Medical Conditions Risk Minimisation Plan.

Medical Conditions Risk Minimisation Plan

The Service will (in consultation with the child's parents/carers) develop a risk minimisation plan to address known risks or allergens. Some allergens may be excluded (e.g., nuts) across the Service as a broader approach to reduce the risk of harm to children and young people.

The Service displays generic ASCIA posters for allergies and anaphylaxis in key locations at the service. Spare and family-provided auto-injection devices are stored in locations that are known to all staff (including relief staff). Further information may be found in the School's [Allergy and Anaphylaxis Policy](#).

Medical Conditions Communication Plan

Where a child requires specific forms of support, staff will be briefed by the Director or Co-ordinator. A summary of each child's needs will be shared with all educators through the Medical Conditions Communication Plan, which will be displayed in an accessible, staff-only location.

Medication administration and medication administration records

Medication administration will only take place under the direct authority of a parent/carer.

Where a form providing this authority has been provided, staff are required to follow the process outlined on the form, including having a witness present to ensure that the '7 rights of medication administration' are followed. All administering staff must have current First Aid qualifications.

Self-administration of medication

Self-administration by children is permitted with appropriate approvals and documented permissions, contingent on the child's capacity and safety considerations.

Emergency medication administration

In emergencies, staff may administer asthma relievers or adrenaline auto-injectors without prior permission when necessary, following School procedures and ASCIA guidelines. Emergency services and parents/carers must be notified immediately.

Documentation and training

The Service will securely retain medication and medical condition documentation and provide ongoing staff training to ensure best practice in medical condition management.



Missing child procedure

National Quality Standard for Early Childhood Education and Care and School Age Care

Standard 2.2: each child is protected

Element 2.2.1: supervision - at all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

Element 2.2.2: incident and emergency management - plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.

Standard 7.1: Governance supports the operation of a quality service that is child safe.

Element 7.1.2: management systems - systems are in place to manage risk and enable the effective operation of a quality service that is child safe.

Education and Care Services National Regulations:

Regulation 85: incident, injury, trauma and illness policies and procedures

Regulation 86: notification to parents

Regulation 99: children leaving the education and care premises

Regulation 168(2)(f): policies and procedures on delivery and collection of children

Regulation 176(2)(a)(ii): notification of serious incidents to the regulatory authority

Education and Care Services National Law Act 2010

Section 165: offence to inadequately supervise children

Section 167: offence relating to protection of children from harm and hazards

Section 174(2)(a)(i): notification of serious incidents

National Principles for Child Safe Organisations:

Principle 1: child safety and wellbeing is embedded in organisational leadership, governance and culture.

Principle 4: families and communities are informed and involved in promoting child safety and wellbeing

Principle 10: policies and procedures document how the organisation is safe for children and young people.

Tasmanian Child and Youth Safe Framework

Standard 1: Children and young people are safe, informed and participate.

Standard 5: People working with children and young people are suitable and supported to reflect child safety values in practice.

Universal Principle for Aboriginal Cultural Safety

Staff recognise the impact of systemic mistrust and trauma that Aboriginal families may associate with missing child incidents, and ensure sensitive, culturally informed responses.

The School is committed to ensuring the safety, security and emotional wellbeing of all children and young people in its care. This procedure outlines the steps that must be taken in the event that a child goes missing from a service or attempts to abscond from the School or Children's Services.

A child will be deemed 'missing' if they are not within the immediate supervision of staff and their location cannot be confirmed. If a child is missing:

- Staff must inform the Director of Kindergarten and Children's Services immediately.
- The Director (or their delegate) will:
 - compile an up-to-date description of the child (e.g., hair colour, height, clothing, last known location, last seen by whom);

- retrieve a photograph of that child (where possible);
- assign staff to check the building and surrounding grounds; and
- inform the Principal.

Initial search protocol

The initial search will involve all available staff, without jeopardising the children remaining in care. Staff must:

- request the support of the Director (or Co-ordinator), who will direct and coordinate the search;
- confine the search to safe, accessible areas of the immediate environment;

Staff are required to report back after their area is thoroughly searched, and in no more than 10 minutes.

Escalation

If this search fails to locate the missing child, the Director or Co-ordinator will contact the Principal. The principal will then:

- 1) contact the child's parents/carers;
- 2) inform Tasmania Police that the child is missing; and, if required or helpful
- 3) convene the School's Critical Incident Management Team.

Regulatory notification

In a circumstance in which police are notified, the nominated supervisor is required (under Section 174(2)(a)(i) of the National Law and Regulation 176(2)(a)(i)) to notify the regulatory authority via ACEQA's *Serious Incident Notification Form*, which may be found online through the NQAITS.

Documentation and debrief

A full report is to be completed after the incident. Copies of this report are to be distributed to the Head of Junior School, Policy & Compliance Manager and Principal. A debriefing session should be held for all staff involved as soon as possible. This session will be organised by the School and run by an internal counsellor.



Nutrition and healthy eating policy

National Quality Standard for Early Childhood Education and Care and School Age Care

Standard 2.1: Health - Each child's health and physical activity is supported and promoted.

Element 2.1.3: Healthy lifestyle - healthy eating and physical activity are promoted and appropriate for each child.

Education and Care Services National Law

Section 167 - Offence relating to protection of children from harm and hazards

Education and Care Services National Regulations

Regulations 77-78 - Health, hygiene and safe food practices

Regulation 79 - Service providing food and drinks

Regulation 80 - Weekly menu

Regulation 168 - Education and care service must have policies and procedures

National Principles for Child Safe Organisations

Principle 1: Child safety and wellbeing is embedded in organisational leadership, governance and culture.

Principle 3: Families and communities are informed and involved in promoting child safety and wellbeing.

Principle 10: Policies and procedures document how the organisation is safe for children and young people.

Tasmanian Child and Youth Safe Framework

Standard 2: Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.

Standard 4: Equity is upheld and diverse needs are respected in policy and practice.

Universal Principle for Aboriginal Cultural Safety

Programs promote traditional bush foods, Aboriginal cultural practices around food, and inclusive mealtime routines that honour the cultural identities of Aboriginal children.

The School is committed to supporting the health and wellbeing of the children and young people in its care through the promotion of nutritious food, healthy eating habits and positive attitudes toward physical activity. Activities that involve food preparation promote good choices and foster opportunities for food literacy through experiential learning.

This policy is designed to reflect the best-practice [Australian Dietary Guidelines \(2013\)](#).

Promoting a healthy eating culture

Children are encouraged to:

- enjoy a variety of nutritional foods;
- understand food sources and preparation;
- participate in group-based, food-related activities (such as shared lunches, food preparation, or garden-to-plate learning); and
- engage in positive conversations about health, food and lifestyles.

Staff model healthy behaviours, and educational activities are structured to reinforce food awareness and nutritional knowledge in developmentally appropriate ways.

Water is available to children at all times, both during school hours and in Outside School Hours Care. When providing food for children (which tends to be the exception rather than the rule in a school environment), the School considers the dietary preferences that families may have, being mindful of cultural sensitivity.

Food brought from home

Families utilising the services of the School are encouraged to provide healthy, nutritional meals for their children, and are provided with age-and-stage appropriate resources to inform their decision-making.

The majority of the food consumed by children in our Services is provided by parents/carers. As such, the School seeks to ensure that:

- families are provided with guidelines on food and suggestions for nutritious and safe foods;
- students are safeguarded from allergens and food-related risks - including (but not limited to) nuts. The Children's Services are nut-safe spaces;
- families have access at all times to the School's Nutrition and Healthy Eating policy (this document);
- food that is considered unsafe (e.g. for allergy reasons) is replaced where possible;
- parents/carers will be advised when their child is not eating well, or where there are any health concerns;
- an eating environment that promotes healthy eating will be provided;
- staff supervise children during meal times;
- children are taught about food and nutrition through curriculum, activities and practical food preparation;
- water is available to the children at all times (including during classes); and
- food will always be available to children in exceptional circumstances.

After School Care

The School provides afternoon tea at After School Care each day. This includes:

- a rotating menu of fresh fruit and vegetables;
- supplementary items such as toast, sandwiches, crackers or occasional healthy baked goods;
- seasonal variety based on availability and child preferences; and
- opportunities for self-service and peer interaction to foster independence and social connection.

Vacation Care

During Vacation Care, families are responsible for providing main meals, unless otherwise communicated in advance. The service offers the same range of foods listed above for After School Care. The service may also use barbeques, picnic lunches and other food-oriented activities as an opportunity for the children to socialise, foster independence and participate together as a large group.

Food safety

The School complies with applicable regulations and best-practice food safety. Key measures include:

- safe, hygienic food preparation practices;
- following best-practice advice in the preparation, storage and presentation of food;

- actively encouraging encourage children to adopt food safety practices in their own food preparation;
- hand washing, cleaning and sanitising, in keeping with best practice;
- regular staff training on food safety, hygiene and allergen management; and
- further professional development from recognised authorities.

Supervision during meal times

Staff supervise the children during meal times to ensure that they are safe and happy but also to gain awareness of each child's eating habits and needs and support health and wellbeing. Staff are expected to:

- sit with the children whenever possible during meals;
- promote a positive, relaxed and respectful social eating environment with the children;
- promote discussion about the food being served or consumed (where relevant);
- provide positive encouragement and role modelling;
- discuss food from a variety of cultures; and
- encourage self-help, and (where necessary) assist children at mealtimes.



Parent access and information policy

.National Quality Standard for Early Childhood Education and Care and School Age Care

Standard 6.1: Supportive relationships with families - Respectful relationships with families are developed and maintained, and families are supported in their parenting roles.

Element 6.1.2: Parent views are respected - The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.

Standard 7.1: Governance supports the operation of a quality service that is child safe.

Element 7.1.2: management systems - systems are in place to manage risk and enable the effective operation of a quality service that is child safe.

.Education and Care Services National Law

Section 263: Protection of personal information.

Section 269: Confidentiality of information provided to regulatory authorities.

.Education and Care Services National Regulations

Regulation 168: Requirement for policies and procedures including those related to parent access, participation and complaints.

Regulations 181-184: Confidentiality and storage of records, providing access to information, and maintaining the integrity of child and family data.

.National Principles for Child Safe Organisations

Principle 3: Families and communities are informed and involved in promoting child safety and wellbeing.

Principle 10: Policies and procedures document how the organisation is safe for children and young people.

.Tasmanian Child and Youth Safe Framework

Standard 3: Families and communities are informed and involved in promoting child safety and wellbeing.

Standard 6: Processes for complaints and concerns are child-focused.

.Universal Principle for Aboriginal Cultural Safety

Access to information is provided in culturally respectful ways, with staff understanding kinship roles and cultural protocols in communication and decision-making.

.Other relevant legislation

Privacy Act 1988 (Cth)

Personal Information Protection Act 2004 (Tas)

Right to Information Act 2009 (Tas)

Family Law Act 1975 (Cth) - particularly in relation to parenting orders and custody arrangements.

This policy is designed to meet the requirements of the *National Quality Standard for Early Childhood Education and Care and School Age Care*. A more extensive accounting for the School's commitment to privacy, confidentiality and data security may be found in the [Privacy Policy](#). In line with applicable Commonwealth and Tasmanian legislation, this policy seeks to ensure that families have timely access to relevant information, while also protecting the privacy, confidentiality and wellbeing of all children and staff.

All information provided to parents/carers, families and stakeholders of the School is subject to the *Privacy Act 1988 (Cth)*, the *Personal Information Protection Act 2004 (Tas)* and the *Right to Information Act 2009 (Tas)*.

Information regarding the Children's Services - including but not limited to policies, enrolment records, staffing, and the daily program - is made available in a manner that supports informed decision-making. Families have access to this information through:

- the School's official website (www.hutchins.tas.edu.au/policies);
- printed materials available on-site; and
- verbal or written communications from staff members.

Parent access during operational hours

Parents/carers are welcome to enter the Centre unannounced at any time during opening hours to observe their child, and/or view the Centre in operation. Information will be exchanged with parents/carers regarding their child upon request, either through an appointment or through informal discussion.

Any concerns arising from such visits should be raised with staff in a manner consistent with the School's values of humility, kindness, courage and respect.

Staff may provide informal feedback to parents/carers at drop-off or pickup. More formal appointments may be made with the Director of Kindergarten and Children's Services or the OSHC Co-ordinator as needed.

Access to information about a child

Parents/carers are entitled to information about their child's participation in the Service, including:

- developmental progress
- incidents, injuries or illnesses;
- food consumption and toileting routines/progress (where age appropriate); and
- behavioural observations relevant to care and education.

This information is exchanged (depending on the service type) through:

- verbal communication with staff;
- documentation such as daily logs, accident/incident reports or newsletters;
- Seesaw (educational platform/app); and/or
- through scheduled or formal meetings with educators, the Director or Co-ordinator.

Access to records

Records generated, maintained or held by the service are managed in accordance with the School's Records Management Policy, and meet the requirements of:

- the *Education and Care Services National Regulations* (as outlined above);
- the *Australian Privacy Principles*, particularly as they relate to the storage, access, correction and deletion of records; and
- legal obligations under *Right to Information* or subpoena.

Records may be requested at any time via the School's [Application for access to School records](#) form.

Court Orders and Restricted Access

The Service upholds the legal rights of parents and guardians unless specifically restricted by:

- family court orders;
- parenting plans registered under the Family Law Act 1975 (Cth); or
- any relevant domestic violence or safety orders.

Where such an order is in place:

- the School will retain a certified copy on record;
- staff will be briefed on the specifics of the order as appropriate to their role; and
- all interactions will be managed in line with the instructions contained within the order.

Staff do not have the authority to restrict a parent's access to their child unless a valid court order explicitly prevents such access. Any incident involving a breach or attempted breach of court orders will be documented and reported to relevant authorities.

Communication and Transparency

The School prioritises open, respectful communication with families. As such:

- all families are encouraged to engage in meaningful, respectful dialogue with staff;
- the Service promotes shared decision-making, especially in relation to the wellbeing and development of individual children;
- families may provide feedback through surveys, consultations and feedback forms; and
- any complaint or concern is managed in accordance with the School's [Complaints and Grievances Policy](#).

This policy supports the School's broader commitment to family partnership, collaborative decision-making, and high-quality, transparent care.



Plants and vegetation risk management plan

National Quality Standard for Early Childhood Education and Care and School Age Care

Standard 7.1: Governance supports the operation of a quality service that is child safe.

Element 7.1.2: *management systems - systems are in place to manage risk and enable the effective operation of a quality service that is child safe.*

Education and Care Services National Law

Section 167: *Offence relating to protection of children from harm and hazards.*

Education and Care Services National Regulations

Regulation 167(2)-(3): *Requirement to take reasonable precautions to protect children from harm and hazard.*

Regulation 168(1)(a)-(f): *Requirement to have policies and procedures, including for health and safety.*

National Principles for Child Safe Organisations:

Principle 1: *Child safety and wellbeing is embedded in organisational leadership, governance and culture.*

Principle 7: *Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.*

Principle 10: *Policies and procedures document how the organisation is safe for children and young people.*

Tasmanian Child and Youth Safe Framework

Standard 1: *Children and young people are safe, informed and participate.*

Standard 8: *Physical environments promote safety and wellbeing while minimising opportunity for harm.*

Universal Principle for Aboriginal Cultural Safety

Plant selection and vegetation management consider the cultural significance of native flora and traditional Aboriginal uses of plants, with consultation encouraged where appropriate.

This management plan outlines the School's approach to identifying, assessing and mitigating the risks associated with plants and vegetation within or near environments used by its Children's Services. Certain plants have the potential to pose a risk to children's health either through ingestion, skin contact, respiratory irritation, or through the attraction of insects such as bees or wasps. This management plan ensures a proactive and preventative approach to managing these risks in accordance with the School's broader risk management frameworks.

Risk reduction strategies

- The School will consult the Sydney Children's Hospitals Network [list of plants and vegetation that can be harmful to children](#) when considering new flora for the Children's Services areas.
- Maintenance staff will check the licensed area annually to ensure that there are no harmful plants in the gardens, according to the compliance item in the School's Risk Register.
- Any harmful plants detected by staff will be removed by Maintenance.

In the event of a child displaying an adverse reaction to contact with or ingestion of a plant:

- staff will immediately contact the Poisons Information Centre on 13 11 26;
- The child's condition will be managed in accordance with the first aid procedures established in this document; and
- an [Accident/Incident Report Form](#) will be completed, including the 'recommendations to prevent occurrence'.

In such an instance, the Safety & Risk team will take action as soon as possible to further ensure child safety.



Records management policy

.National Quality Standard for Early Childhood Education and Care and School Age Care

Standard 7.1: Governance supports the operation of a quality service that is child safe.

Element 7.1.2: management systems - systems are in place to manage risk and enable the effective operation of a quality service that is child safe.

Standard 7.2: Effective leadership builds and promotes a positive organisational culture and professional learning community.

Element 7.2.1: Continuous improvement - There is an effective self-assessment and quality improvement process in place.

Education and Care Services National Law

Section 175: offences relating to requirement to keep prescribed documents - services must keep required documents and ensure their accuracy.

Education and Care Services National Regulations

Regulation 181: confidentiality of records - information kept in records must not be disclosed unless authorised by law.

Regulation 183: storage of records and documents - records must be kept securely and for the minimum prescribed retention periods.

Regulation 184: access to early childhood records - records must be made available to the Regulatory Authority upon request.

Regulation 185: law and regulations to be available - a copy of the National Law and Regulations must be available at the service.

Regulation 344 (Tasmania): retention periods for records - specific recordkeeping obligations applying to Tasmania, including retention requirements.

.National Principles for Child Safe Organisations

Principle 1: Child safety and wellbeing is embedded in organisational leadership, governance and culture.

Principle 10: Policies and procedures document how the organisation is safe for children and young people.

.Tasmanian Child and Youth Safe Framework

Standard 6: Processes for complaints and concerns are child-focused.

Standard 10: Policies and procedures document how the organisation is safe for children and young people.

.Universal Principle for Aboriginal Cultural Safety

Records relating to Aboriginal children are managed with an understanding of cultural sensitivity, privacy, and the historical context of data misuse, with appropriate safeguards in place.

The School is committed to maintaining comprehensive and compliant records management systems to support the delivery of high quality children's services. All records created or held by the Children's Services are managed in accordance with the School's [Records Management Policy](#) and its associated procedures.

This policy outlines the records management procedures specific to the Children's Services, with a focus on protecting the rights of children, parents/carers and staff, while supporting service operation, regulatory compliance and continuous improvement.

Storage and retention of records

Records are kept by the Service in line with the requirements of the National Quality Standards and Education and Care Services National Law and Regulations.

The *Education and Care Services National Regulations* - Regulation 183(1) and 183(2) state that "records and documents [must be] stored:

- a) in a safe and secure place; and

- b) for the relevant period set out in sub-regulation (2).

Sub-regulation (2) requires that certain categories of documents be retained for different periods, however the School's policy is that all categories of documents **are to be retained indefinitely**, except where specific legal advice or regulatory guidance demands disposal. The categories of information retained are:

- a) records relating to an incident, illness, injury or trauma suffered by a child while being educated and cared for by the education and care service;
- b) records relating to an incident, illness, injury or trauma suffered by a child that may have occurred following an incident while being educated and cared for by the education and care service;
- c) records relating to the death of a child while being educated and cared for by the education and care service or that may have occurred as a result of an incident while being educated and cared for;
- d) any other record relating to a child enrolled at the education and care service;
- e) records relating to an approved provide;
- f) records relating to the nominated supervisor or staff member of an education and care service; and
- g) any other record.

Records are stored and digitised following current best practice (the Records Retention Schedule for Non-Government Schools, located here) and are managed by the Archives and Records Manager.

Confidentiality and access

All records are treated as confidential and are handled in accordance with the School's Privacy Policy and Regulation 181 of the National Regulations. Access to personal information is provided only to authorised individuals, or to regulatory authorities in accordance with Regulation 184. The School ensures that families understand their rights to request access to their own records or those of their children, within the bounds of relevant legislation.

Accountability and oversight

Responsibility for the overall management of records in Children's Services lies with the Nominated Supervisor, who works in partnership with the School's Records Manager. This includes ensuring that records are created accurately, stored appropriately, and reviewed regularly as part of the School's quality assurance processes.

Continuous improvement

As part of the service's Quality Improvement Plan (QIP), the effectiveness of records management systems is reviewed annually or in response to a significant incident. The School's approach to recordkeeping reflects a commitment to the National Principles for Child Safe Organisations and the requirements of the National Quality Framework.



Safe use of digital technologies and online environments policy

..National Quality Standard for Early Childhood Education and Care and School Age Care

Standard 2.2.1: At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

Standard 7.1: Governance supports the operation of a quality service that is child safe.

Element 7.1.2: management systems - systems are in place to manage risk and enable the effective operation of a quality service that is child safe.

..Education and Care Services National Regulations

Section 162A: Child protection training

Section 165: Offence to inadequately supervise children

Section 167: Offence relating to protection of children from harm and hazards

Regulation 84: Awareness of child protection law - staff must understand their legal responsibilities, including those relating to online abuse.

Regulation 115: Premises designed to facilitate supervision - including visibility and safe monitoring of digital device use.

Regulation 165: Record of visitors.

Regulation 166: Children not to be alone with visitors - including digital visitors or communications.

Regulations 168-169: Requirement for policies and procedures.

Regulations 170-172: Implementation and communication of policies - all staff and families must have access to this policy.

Regulations 175-176: Notification obligations - serious incidents involving digital technology must be reported.

..Education and Care Services National Law

Section 167: Offence relating to protection of children from harm and hazards - applies to online risks including access to harmful content, grooming, and digital exposure.

..National Principles for Child Safe Organisations

Principle 1: Child safety and wellbeing is embedded in organisational leadership, governance and culture.

Principle 4: Equity is upheld and diverse needs respected.

Principle 7: Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.

Principle 10: Policies and procedures document how the organisation is safe for children and young people.

..Tasmanian Child and Youth Safe Framework

Standard 1: Children and young people are safe, informed and participate.

Standard 7: Ongoing education and training equip people to keep children and young people safe.

Standard 8: Physical and online environments promote safety and wellbeing while minimising opportunity for harm.

..Universal Principle for Aboriginal Cultural Safety

Digital safety practices incorporate protections against cultural misrepresentation and misuse of imagery or voice recordings, especially for Aboriginal children and communities.

The School recognises that digital technology is a regular feature of children's lives and learning experiences, and that its responsible use can enhance creativity, problem-solving, and collaboration. At the same time, children must be safeguarded from the risks associated with the use of digital technologies and online environments, including exposure to inappropriate content, digital grooming, and breaches of privacy.

The Education and Care Services National Regulations require approved providers to ensure that their services have policies and procedures in place to regulate the safe use of digital technologies and online environments.

Digital technology includes (but is not limited to) desktop computers, laptops, tablets, mobile phones, smart watches, televisions, audio devices, projectors, and internet-enabled toys. The purpose of this policy is to provide guidance regarding the appropriate, safe, and developmentally suitable use of digital technologies in the School's Children's Services settings.

Key terms

Source: These definitions are adapted from ACECQA's *Glossary to NQF Child Safe Culture and Online Safety Guides*.

Artificial Intelligence (AI)	An engineered system that processes data to generate outputs such as predictions, recommendations, content, or decisions, based on defined objectives or parameters. AI systems function at varying levels of automation and do not rely on explicit step-by-step programming.
Cyberbullying	The use of digital technologies to deliberately harm, intimidate, or humiliate a child or young person, typically by sending, posting, or sharing negative, harmful, or false content online.
Disclosure	The act of a child communicating, verbally or non-verbally, that they are experiencing or have experienced sexual abuse. Disclosures may also occur when adults reveal they were abused in childhood. Disclosures can take direct or indirect forms, including verbal statements, behavioural changes, emotional cues (such as withdrawal, aggression, or heightened anxiety), or creative expressions such as drawings.
Generative Artificial Intelligence (AI) (Also 'GenAI')	A branch of AI that develops systems capable of producing new content — including text, images, audio, or video — that resembles patterns and structures found in their training data.
Harmful content	Digital material that poses risks to safety or wellbeing, including: <ul style="list-style-type: none"> sexually explicit material misinformation or disinformation depictions of violence extremist or terrorist content hateful or offensive material.
Illegal content	Digital material that breaches Australian law, including: <ul style="list-style-type: none"> child sexual abuse material advocacy of terrorist acts promotion, incitement, or instruction in crime or violence recordings of real violence, cruelty, or criminal activity.
Online hate	Digital communication that expresses hostility towards a person or group based on characteristics such as race, religion, ethnicity, gender, disability, or sexual orientation.
Sexting	The sending, receiving, or sharing of sexual messages, images, or videos via digital devices or platforms, whether consensual or non-consensual.

Smart toys	Digitally enabled toys that connect to the internet or external servers in order to function, often collecting and processing user data to personalise responses or activities.
Unwanted contact	Any online interaction that is unsolicited and causes discomfort, fear, or distress. It may occur with strangers or with people known to the child.

Principles of safe use

Digital technology must only be used in ways that support children's development, align with educational outcomes, and uphold the safety and dignity of each child. Technology must never replace meaningful human interaction, physical activity or play-based learning.

Where digital content is used (e.g. for storytelling, music, or interactive games), staff must ensure that the content is developmentally appropriate, age-rated, and free from violence, sexualised content, and advertising or coercive mechanics (e.g. in-app purchases or reward addiction). Digital activities must be carefully chosen for their educational value, cultural sensitivity, and alignment with the School's values.

In the Early Years, digital technology use is minimised and guided by adult facilitation. In Outside School Hours Care, digital use may be offered as an occasional leisure option, subject to appropriate permissions and supervision.

Service-issued digital devices taken off site are explicitly included in Children's Services Risk Assessments, with their intended purposes documented (e.g., head counts, emergency communication, medical management, incident reporting) clearly defined.

Emerging digital risks

The School recognises that digital technologies, even when used in Early Years settings, may expose children to age-inappropriate content or unintended digital interactions. Staff must ensure that all digital content used in the Service is actively monitored and curated to prevent exposure to harmful or inappropriate material.

To support student safety and mitigate emergent risk, the School ensures that:

- all digital platforms, applications, and content used with children are previewed and approved by educators (and, where necessary, the Privacy, Data & Risk Committee, which is chaired by the Policy & Compliance Manager) prior to use;
- the Responsible Person or delegate shall regularly review service-issued devices for adherence to content safety standards; and
- Any incidental access to inappropriate content is recorded in the School's incident reporting system and addressed immediately.

Roles and responsibilities

The School recognises that there are distinct roles and responsibilities toward safeguarding children and young people in respect to digital devices and online environments. Each group (below) has clear duties to support safety, compliance and respectful engagement.

The approved provider

The approved provider is responsible for the governance of the Service (including the provision of this policy, and its administration) and for ensuring compliance with relevant legislation. The School (as the approved provider) will oversee risk management and the allocation of resources to support the policy positions stated here. It will maintain currency and review policies and procedures on a 3-year cycle, with consultation from staff, parents/carers and children.

The nominated supervisor

The nominated supervisor is responsible for implementing this policy, and for supporting the procedural elements contained here in daily practice. They are expected to communicate these expectations clearly to staff, families and children, and to allocate and monitor supervision to maintain safe environments.

The nominated supervisor will review this policy according to the defined cycle in consultation with the Policy & Compliance Manager, staff, parents/carers and children and young people. Effectiveness will be assessed via the School's existing Risk Management mechanisms (i.e. the Risk Register, incident reporting data, and other feedback).

School staff / Educators

Educators are expected to model responsible digital behaviour, use technology with purpose, and intervene where they observe misuse. Children are supervised at all times while using digital devices and are supported to learn appropriate technology habits. Expectations around the use of digital devices (communicated by this policy) and a copy of the National Model Code will be provided to all staff within the Children's Services upon induction. Refresher training will occur annually, and whenever the policy is updated.

Staff at the Service will:

- support the School's strategy in their own use of mobile devices in Children's Services (as per 'Staff: mobile phones and personal devices', below);
- receive additional support and training as and where required, provided by the School;
- ensure all device usage by children is purposeful and actively supervised (that is, being physically present is not deemed to be adequate supervision);
- preview (and research) digital content in advance and thoughtfully consider its suitability, educational value and appropriateness;
- encourage discussion and reflection around content viewed;
- support children to self-regulate screen time and develop digital literacy;
- ensure that their own digital devices remain in bags or lockers and are used only where permitted in accordance with this policy; and
- report any concerns (including accidental exposure to inappropriate content) via the School's incident reporting system.

Staff are also required to participate in routine monitoring of service-issued devices, including regular review of stored images and videos by the Responsible Person or their delegate, to ensure compliance with this policy and with the National Model Code.

In some circumstances, senior leadership staff (e.g., Principal, Director, COO) or non-Children's Services staff (e.g., facilities team members) may carry a personal device for essential operational reasons. This use must not include image or video capture and – provided that usage meets these criteria - is an authorised exception.

Parents and carers

Parents and carers are asked to familiarise themselves with this policy, and have the right to:

- request that their child not use digital devices during program hours;
- be informed when digital technology will form part of any planned activity (e.g. movie afternoons during Vacation Care); and
- request to see the types of content being used in the Service.

The School recognises that parents and carers may wish to photograph or record video during assemblies, concerts, and other school events. To safeguard the privacy and wellbeing of all students, parents and carers are permitted to capture images and recordings of school events for personal use only. Such images must not be shared publicly on social media or other platforms where other students may be identifiable without the consent of their parents/carers.

Visitors – including parents/carers – must not use personal devices to capture images or access online environments while in the Children's Services except where expressly authorised to do so.

The School reserves the right to provide guidance on appropriate areas for photography, to monitor device use, and to intervene if recordings are deemed unsafe or in breach of child protection standards. Staff and event organisers will communicate expectations prior to and during events to ensure safe and respectful use of devices. Any breaches of this principle will be treated as a child safety concern.

Children and young people

Children are not permitted to bring personal mobile phones, tablets, or internet-enabled devices to Children's Services unless a specific need is identified and agreed to in advance. Where a child is found to be using a personal device in breach of this policy, staff will confiscate the device and return it to the parent/carer at the end of the day. The School reserves the right to review devices in accordance with child safety obligations, especially where harmful or explicit content may have been accessed, shared or saved. Where unlawful content is suspected, staff must contact the appropriate authorities rather than review the content on the device.

Where a child or young person indicates discomfort or refuses to be photographed or filmed, staff must respect this decision, irrespective of prior parental consent, in recognition of each child's dignity and agency.

Personal (staff) devices

Consistent with the National Model Code, Children's Services staff must not use personal electronic devices - including (but not limited to) mobile phones, tablets, smart watches, or cameras - for taking, storing, or sharing images or videos of children while providing education and care.

The School maintains strict protocols for the storage, access, and retention of digital content involving children, and any unauthorised or inappropriate use will result in disciplinary action.

For the purpose of this policy, inappropriate images are defined as any image or video not directly relevant to the child's educational participation. This includes images in which a child is undressed, in a sexualised posture, or in visible distress. Any images (intentional or accidental) that contain this type of content must be reported immediately and securely deleted once recorded in the incident management system.

Staff are not permitted to have personal devices on their person or use them while engaged in direct care, active supervision, or instructional delivery except where specific authorisation has been granted in advance by the Responsible Person (or their delegate) for essential purposes. Where exceptions are made, they must:

- be clearly articulated (verbally, in writing or by other practicable means);
- relate to a legitimate essential purpose that does not interfere with the care, supervision or engagement of children; and
- align with the principles set out in the National Model Code.

Essential purposes may include:

- emergency communication relating to a lost child, serious injury, lockdown or evacuation;
- personal health monitoring (e.g. for blood sugar or cardiac conditions);
- disability-related access where a personal device is an assistive communication tool;
- acute family circumstances (e.g. receiving updates from a hospital or hospice);
- temporary technology failure involving School-issued equipment; and
- receiving emergency notifications during natural disasters or local emergency events.

In these limited cases, use must be discreet and must never involve image capture or video recording. At all other times, personal devices should be stored securely in designated non-contact areas and must not be accessed while supervising, interacting with, or caring for children.

The use of personal mobile phones and devices is permitted in designated areas (e.g. staff rooms) during non-contact breaks, but must not be used for image capture or video recording even at this time.

Security cameras

Security cameras are installed in designated areas of the School, including near or around the licensed Children's Services areas, to support site safety and the protection of children, staff and visitors. Their use is governed by the School's [Security Camera Policy](#), and aligns with Regulation 168 of the Education and Care Services National Regulations, which requires that policies and procedures inform families about the purpose and use of surveillance technologies.

Clear signage indicates the presence of security cameras in Children's Services. General information regarding the nature, purpose and oversight of these systems is available in the policy, and upon request. Footage is stored securely, for a limited time, and its access is strictly limited in accordance with the [Security Camera Policy](#). Footage is not routinely reviewed or viewed, and may only be released to authorised persons, such as regulatory officers or police in line with applicable legislation.

Cameras are never installed in spaces designated for educational instruction, nor in areas where children may reasonably expect privacy - such as change rooms or bathrooms. The School affirms that security cameras are not a replacement for active supervision, and their presence must always reflect a balanced approach to safety, privacy and ethical care.

Where CCTV footage contains images of children, it will be treated with the same privacy and retention safeguards as other digital records. Families will be advised of the limited retention period (at a minimum, via this policy) and the secure deletion of footage in line with data protection obligations. CCTV may never be used for educational documentation or for capturing images of children's daily activities.

Staff communication strategy

To support safe and effective communication across the Children's Services, staff are provided with two-way radios for use both on-site and during excursions. These radios allow for immediate communication between staff members, enabling quick responses to incidents, improved supervision and coordination, and the ability to relay information without delay.

Staff are reminded that the radio channels used are public, and conversations may be overheard by others. For this reason, discretion must be exercised at all times when communicating via radio. Staff must avoid sharing any identifying information about children, disclosing medical or behavioural matters, or making any statements that could be misinterpreted or result in a breach of confidentiality. Where sensitive information needs to be conveyed, staff must use direct verbal communication or a secure alternative approved by the Director or Coordinator.

Cyber safety education

Children will be supported to develop an understanding of digital safety appropriate to their developmental level. Concepts such as seeking adult help, respecting others online, and making safe choices are introduced during technology-based activities, particularly in OSHC settings.

Cyber safety learning will also include discussion about images and videos: why consent matters, how photos can be misused online, and how children can express their wishes about being photographed. This aligns with the Safeguarding Children principle of respecting children's agency.

Data security and digital records

Staff are reminded that children's digital records (including photos, attendances, observations, and reports) must be securely stored and managed using School systems. Staff may not store photos, documents, or communication logs on personal devices or cloud-based accounts. Accounts that have been provided by the School (e.g. Microsoft 365, SharePoint) may be used, and have additional ICT oversight and access to support child safety.

Digital records, images, and videos will be retained only for as long as required for educational, legal or reporting purposes. Once their purpose is fulfilled, they must be securely deleted or de-identified in accordance with the School's [Records Management Policy](#) and privacy obligations.

Incidents and reporting

The School maintains a structured, multi-tiered response to incidents involving digital technologies to ensure child safety, regulatory compliance, and timely communication with families and authorities. The Service adheres to the following procedures:

- Minor incidents (e.g., accidental exposure to inappropriate content) are to be managed immediately by Educators, recorded in the School's incident management system, and communicated to the Nominated Supervisor.
- Escalated incidents, including repeated exposure or attempts to access inappropriate content, must be reported to the Director and may involve external regulatory consultation.
- In cases where unlawful content is suspected, staff must contact the appropriate authorities immediately; under no circumstances should staff attempt to review or share such content.
- Post-incident review shall include discussion with staff, notification to families as appropriate, and updates to risk management documentation.

All suspected breaches of this policy, including cyberbullying, exposure to inappropriate content, or digital misconduct, must be reported to the Director or Coordinator immediately. Where required, the School will notify families, regulatory authorities and/or law enforcement in accordance with child safety and reporting obligations (as outlined in the [Safeguarding Children Reporting Policy](#)).



Safe handling of food policy

.National Quality Standard for Early Childhood Education and Care and School Age Care

Standard 2.1: Health - Each child's health and physical activity is supported and promoted.

Element 2.1.3: Healthy lifestyle - healthy eating and physical activity are promoted and appropriate for each child.

.Education and Care Services National Regulations

Regulation 77: health, hygiene and safe food practices

Regulation 78: food and beverages

Regulation 79: service of food and beverages

Regulation 80: weekly menu

Regulation 162: health information to be kept in enrolment record

Regulation 168(2)(a)(i): policies and procedures on health and safety, including nutrition, food and beverages, dietary requirements

.National Principles for Child Safe Organisations

Principle 1: Child safety and wellbeing is embedded in organisational leadership, governance and culture.

Principle 3: Families and communities are informed and involved in promoting child safety and wellbeing.

Principle 10: Policies and procedures document how the organisation is safe for children and young people.

.Tasmanian Child and Youth Safe Framework

Standard 1: Children and young people are safe, informed and participate.

Standard 4: Equity is upheld and diverse needs are respected in policy and practice.

.Universal Principle for Aboriginal Cultural Safety

Sleep and rest arrangements support Aboriginal children's cultural sleep practices and offer flexible, comforting spaces that align with their routines and family preferences.

The School recognises the importance of providing food safety training to its staff, understanding that it forms part of a broader commitment to health, hygiene and wellbeing. Food handling must comply with national standards and local health authority guidelines.

Although early childhood services are not required to appoint a food safety supervisor under the Food Act 2003 (Tas) and Food Safety Standard 3.2.2.A, the School exceeds this requirement by maintaining a qualified Food Safety Supervisor (FSS). This helps to ensure that food safety oversight and practices remain at or above industry best practice.

All educators involved in food preparation or service are required to complete food handling training. The School provides access to training through its Staff Professional Development Program, most often via either of the following:

- Hobart City Council: *I'm Alert - Education and Hygiene Training*; or
- a *DoFoodSafely* Food Handling Course.

To support safe food handling, the School commits to the following:

- maintaining a certified Food Safety Supervisor, exceeding the standard industry requirements;
- supporting educators to acquire recognised food safety and handling qualifications;

- supporting health and hygiene practices for both staff and students, including:
 - hand washing practices among staff and students;
 - healthy toileting practices for students, particularly in the Early Years;
 - education around health, nutrition and the safe consumption of food; and
- providing hand washing facilities, gloves and utensils to allow staff to serve food hygienically from platters.

Educators are expected to ensure that:

- if dropped, food or utensils are to be disposed of immediately;
- food is adequately covered when not in use, either with lids, mesh coverings, foil or plastic wrap;
- raw fruits and vegetables are served separately from dairy, meats and crackers;
- children remain seated when consuming food and drink;
- raw fruits and vegetables are discarded after 2 hours if not eaten; and
- meat and dairy products are discarded after 1 hour if not eaten.

In the event of children eating outdoors (which may take place in warmer weather), children are expected to wash hands before handling and eating food, as facilitated by educators. Should this prove impractical, staff will offer food once (and only once) and then return it to the indoor environment (where hand-washing facilities are readily available).



Sleep, rest and relaxation policy

..National Quality Standard for Early Childhood Education and Care and School Age Care

Standard 2.1: Each child's health and physical activity is supported and promoted.

Element 2.1.1: Wellbeing and comfort - each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.

Element 2.1.2: Health practices and procedures - effective illness and injury management and hygiene practices are promoted and implemented.

..Education and Care Services National Regulations

Regulation 81: sleep and rest - children's need for sleep and rest must be met, having regard to their ages, developmental stages and individual needs.

Regulation 103: premises, furniture and equipment to be safe, clean and in good repair.

Regulation 105: furniture, materials and equipment - developmentally appropriate and safe for use by children.

Regulation 110: Ventilation and natural light.

..National Principles for Child Safe Organisations

Principle 2: Children and young people are informed about their rights, participate in decisions affecting them, and are taken seriously.

Principle 8: Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.

Principle 10: Policies and procedures document how the organisation is safe for children and young people.

..Tasmanian Child and Youth Safe Framework

Standard 1: children and young people are safe, informed and participate.

Standard 4: equity is upheld and diverse needs are respected in policy and practice.

..Universal Principle for Aboriginal Cultural Safety

Rest and relaxation spaces consider cultural preferences and acknowledge the ways in which rest may be experienced and supported within Aboriginal and Torres Strait Islander traditions.

The School is committed to ensuring that all children experience, and have opportunities for, safe, restful and developmentally appropriate sleep, rest and relaxation while in care.

Sleep and rest practices are informed by current evidence-based guidelines and are aligned with health and safety requirements. Children are not required to sleep, nor prevented from doing so. Rather, the School provides consistent and responsive routines, environments and supervision to promote a calm and predictable time of rest.

Sleep and rest is supervised at all times. Physical checks are conducted regularly and are documented in accordance with regulatory expectations.

The School commits to supporting sleep and rest with the following strategies:

- consulting with families about their child's individual needs;
- supporting staff awareness of the unique values and parenting beliefs, cultural or otherwise, that are associated with rest;
- supporting staff awareness of children's sleep needs, patterns and rhythms through observation strategies and sleep record keeping;

- implementing safe sleep strategies in line with recognised national guidance, including the Red Nose Safe Sleeping recommendations, employed in an age-appropriate manner;
- providing information from relevant authorities regarding safe-sleeping practices, including those stated in this policy;
- allowing children who do not wish to sleep to engage in quiet, restful alternatives, such as reading, drawing or listening to quiet music;
- supporting calm, gentle transitions into and out of rest and sleep times; and
- supporting sleep and rest environments designed to promote safety, quietness and predictability, ensuring that lighting, temperature, ventilation and acoustics are managed to ensure comfort (without compromising supervision).

These practices are relevant even for school-aged children. All children enjoying rest or sleep should be monitored at regular intervals, regardless of their age. For details regarding rest or sleep for sick or unwell children, refer to the [First Aid Procedure](#).

Protective behaviours and practices: monitoring sleep and rest

- All children who are resting will be supervised by staff. Sleep and rest times will have a minimum of two staff present at all times.
- Students, volunteers and visitors will not be left unsupervised during children's rest times.
- Children who have fallen asleep while in our care will be monitored regularly, with specific attention paid to breathing patterns and sleep safety. Staff will conduct a regular check of the rest environment every 10-15 minutes, and ensure that:
 - children are lying comfortably in a safe sleeping position;
 - children have a comfortable breathing rate;
 - bed linen, where used, leaves each child's face uncovered; and
 - a safe-sleep environment is maintained at all times.

Settling children for rest or sleep

Staff are permitted to settle children within the bounds of current best practice, being mindful of parental/carer requests for rest and sleep times. Techniques and strategies for settling a child for rest or sleep should take into consideration the:

- individual needs of the child or group of children;
- parenting beliefs and values regarding sleep;
- professional philosophy, knowledge and experience of staff;
- frequency of days that the child attends care;
- circumstances or events happening outside the School environment;
- consistency of practices between home and care;
- child's general health and wellbeing; and
- status or condition of the rest environment (lights off, music low, other noise minimal).

There is no definitively recognised authority for settling practices for resting children. There are, however, generally accepted best practice standards. When considering standards for settling children, staff should take into consideration the need to:

- accommodate the individual needs of the children;
- maintain health and safety practices;
- minimise any stress or discomfort;
- acknowledge children's emotions, feelings and fears; and
- avoid associating sleep and rest practices with behaviour guidance strategies.

Protective practices in sleep strategies

The School recognises that the children and young people in its care are, first and foremost, children. Developmentally, these ages and stages require physical safety and emotional security that is often communicated not by language or policy, but by touch. Some children may seek and respond to gentle, age-appropriate physical reassurance, and this is nowhere more true than during sleep and rest routines.

The School affirms the need for touch, comfort and emotional support, particularly in early childhood, and recognises that these practices do not present a safeguarding risk when offered with kindness, discernment, and professional accountability. Within the respectful boundaries that define educator-child relationships, children may (and should) be cared for in ways that are consistent with their individual needs, family preferences, and the service's own procedures and policies regarding safe, trauma-informed practice.

In this context, touch is intentional, calm, relational, supportive, and safe.

It is offered only where a child seeks or welcomes it, and is ceased immediately if a child shows any sign of distress or discomfort.

These moments are supported - thoughtfully and transparently - as part of each child's broader sense of trust and security. They are grounded in the recognition that children regulate their emotions and settle more readily when they experience predictable, supportive and non-threatening forms of physical comfort in the presence of a trusted adult.

In order to support children's health, wellbeing and emotional regulation, the School supports the following considered, intentional and appropriate strategies that involve physical contact during sleep and rest times:

- **gentle patting on the child's back or shoulder** to assist with calming and provide rhythmic sensory feedback during rest routines;
- **light, rhythmic touch on the back or arm** for children who use this as part of their regular sleep association strategies, provided it is non-intrusive and clearly supportive;
- **placing a comforting hand on a child's back** to provide reassurance in line with known preferences or family-agreed strategies, and only when the child appears comfortable with this approach;
- **softly tucking in bedding or smoothing bed linen prior to sleep/rest** in a way that is both comforting and calming, while maintaining the child's dignity and sense of security;

- **remaining seated beside a child with calm presence** if initiated or welcomed by the child.

These practices are supported by current understandings of neurodevelopment, trauma-informed pedagogy and sensory regulation in early childhood education and care.

Educators remain accountable for the transparency of these interactions and must ensure that all physical contact occurs in clearly visible areas, under appropriate supervision (with a minimum of two staff at all times), and with documentation as required. Staff must maintain open communication with families regarding each child's rest and sleep needs, and act in line with the School's [Code of Conduct](#) and the protective practices outlined in the [Safeguarding Children and Young People](#) policy.

Clean-up and maintenance

Sleep mats must be made cleaned and sanitised after use. Educators will:

- clean mats/beds after every use, using paper towel and disinfectant (staff) or wipes (children);
- ensure that children wash their hands afterwards, if they clean their own mattresses; and
- ensure a thorough clean of every mattress once per week, using a disinfectant and leaving mattresses to air dry (on their side).

Where a child may wake up having had an 'accident' during sleep or rest times, educators will take additional steps to ensure the health and safety of the group. In these circumstances, educators must:

- avoid drawing attention to the child;
- comfort, clean and re-dress the child;
- contact the cleaning team to ensure carpets are hygienically cleaned;
- thoroughly wash and disinfect the child's bedding; and
- inform the family of the incident upon pickup (if not before).



Supervision and staff interactions policy

..National Quality Standard for Early Childhood Education and Care and School Age Care

Standard 2.2: Each child is protected.

Element 2.2.1: Supervision - at all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

Standard 5.1: Relationships with children are responsive, respectful and promote children's sense of security and belonging.

Element 5.1.1: Positive educator to child interactions - responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.

..Education and Care Services National Regulations

Regulation 115: Premises designed to facilitate supervision

Regulation 122: Educators must be working directly with children to be counted in ratios

Regulation 123: Educator-to-child ratios-centre-based services

Regulation 126: Centre-based services-general educator qualifications

Regulation 168(2)(h): Policies and procedures-interactions with children

Regulation 169(2)(d): Additional policies for family day care services

..National Principles for Child Safe Organisations

Principle 1: Child safety and wellbeing is embedded in organisational leadership, governance and culture.

Principle 5: People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

Principle 7: Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through education and training.

Principle 8: Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.

Principle 10: Policies and procedures document how the organisation is safe for children and young people.

..Tasmanian Child and Youth Safe Framework

Standard 1: Children and young people are safe, informed and participate

Standard 4: Equity is upheld and diverse needs are respected in policy and practice

..Universal Principle for Aboriginal Cultural Safety

Supervision and staff interactions acknowledge the importance of relational approaches in many Aboriginal and Torres Strait Islander traditions, where trust, cultural knowledge and respect are expressed through responsive presence, tone, and attuned support. Educators are encouraged to reflect on how culturally responsive supervision can enhance children's sense of safety and connection.

The School affirms its commitment to providing safe, respectful and developmentally appropriate interactions with children and young people. Supervision is not a passive activity, but an active, relational practice that ensures children are physically safe, emotionally supported and respectfully engaged in care.

Educators are expected to be alert, present and responsive, maintaining a clear understanding of the children in their care, the environment they are working within, and the potential risks and dynamics present at any given time. Supervision requires the consistent exercise of professional judgment, a commitment to safeguarding children, and a capacity to engage children in ways that uphold their dignity, agency and wellbeing.

The School commits to supporting effective, child-centered supervision and interactions through the following strategies and practices:

- maintaining educator-to-child ratios that meet or exceed the expectations of the National Quality Standard;
- ensuring that all supervising staff are working directly with children;
- employing policies to prevent distraction and support engagement with students (particularly regarding mobile devices and the placement/engagement of staff throughout the care environment); and
- expecting that staff will:
 - respect the play-based approach to learning and development, reflecting this in their interactions while supervising the children;
 - maximise the visibility of children and allow for line-of sight in their supervision;
 - actively observe, scanning and moving to maintain oversight of the children;
 - maintain clear, respectful adult-child boundaries in alignment with the School's [Code of Conduct](#) and [Safeguarding Children and Young People](#) policies;
 - promote play-based engagement, social connection and emotional regulation through responsive interactions;
 - consider cultural safety, neurodiversity and individual personality in a manner consistent with the School's [Diversity, Equity and Inclusion Policy](#) when planning supervision strategies;
 - ensure that no child is left unsupervised or alone, including in bathrooms and quiet areas;
 - interacting with the children appropriately and positively;
 - consider the design and arrangement of the children's environments (including outside) to support active supervision and play-based learning; and
 - avoid passive or disengaged presence while children are at play.

Staff should be mindful that outdoor play (at lunch and recess) is part of the School's program and provides opportunities for the support of social skills, emotional regulation, the facilitation of play-based learning and the development of relationships.

There is a shared legal responsibility and accountability among all staff in the Children's Services to implement this supervision and staff interaction policy under the School's [Safeguarding Children Policies and Procedures](#). It is also understood that, in conjunction with the staff's aforementioned commitment, the Service bears the responsibility to:

- support staff in making decisions regarding children's behaviour or activities;
- ensure that staff adhere to the conditions of this policy;
- provide further supervision strategies where required; and
- acknowledge when further staff are required for high-risk experiences, and increase staff to cover the required staff/child ratio.

Relational practice and developmentally responsive engagement

Supervision is one of the most important relational strategies and skills for staff to develop and master. Active supervision is a combination of listening to, engaging with and watching children play, understanding their personalities, interests, friends, sensitivities and needs. This knowledge support proactive supervision: the ability to anticipate challenges, support emerging social and group dynamics, and guide safe, inclusive and engaging play.

Through this relational lens, supervision becomes more than mere vigilance - it becomes connection (Quality Area 5). Staff are therefore expected to:

- engage directly with children during play and learning;
- position themselves where they can see and be seen by children;
- offer attuned, engaged, encouraging responses to children's invitation for connection, conversation or support; and
- manage small and large group dynamics with awareness, intentionality and kindness.

Supervision is also supported through well designed environments. The layout of furniture, the management of boundaries, the visibility of entrances and exits, and the division of staff responsibilities across the space in which children are engaged all contribute effective oversight and intentional, relational presence.

Accountability and shared responsibility

The School maintains that supervision is a shared professional responsibility. Staff are supported to:

- make decisions that uphold child safety and respect children's rights;
- adjust staffing levels and ratios for higher-risk activities;
- request assistance when additional supervision is required;
- document incidents or risks using School's Accident, Incident or Injury Report Form.

The Service retains the organisational responsibility to support staff in enacting supervision and interaction practices, to provide professional development, and to review environmental or systemic barriers to safe and meaningful supervision.

Environmental supervision guidance

Effective supervision is an active, intentional, and relational practice that ensures children's safety, wellbeing, and engagement in learning. Staff are required to apply professional judgment informed by the National Quality Standard, relevant regulations, and safeguarding children principles to all supervision. Strategies must adapt to the physical environment, children's developmental needs, group size, and contextual risks.

The guidance below is brief by design - supervision strategies suggested here are complementary to the rest of the policy body, and should be informed by the School's values (humility, kindness, courage and respect), policies (as contained here and in the broader School policy body) and standards, and by the National Quality Framework, National Principles for Child Safe Organisations, and other relevant legislation (as defined above).

Outside School Hours Care (OSHC) supervision:

Staff are responsible for all interior areas, including the Quiet Room, main area, foyer, and (if in use during Vacation Care) the Activity Centre, and must extend their supervision and line of sight to adjacent outdoor spaces.

Key supervision responsibilities include:

- maintaining visual and auditory contact with children in all indoor spaces and nearby outdoor areas;
- actively engaging children in quiet games and social activities that align with the play-based learning framework;

- ensuring no child is left unsupervised, including during transitional periods and staggered finish times (2:10pm-3:30pm) when different year groups mix;
- anticipating behavioural challenges by observing group dynamics and intervening early with redirection and support; and
- maintaining ratios as per Regulations 122 and 123, ensuring staff counted in ratios are directly working with children.

Kindergarten: Downstairs Classrooms:

Staff supervision covers multiple classrooms, hallways, adjacent rooms, and adjoining outdoor spaces. Additional considerations include:

- ensuring line of sight to children accessing bathrooms from within classrooms and maintaining supervision in hallways and adjacent rooms;
- restricting access by children to the space outside the rear door unless accompanied and supervised by staff, due to lack of direct visibility from classrooms;
- positioning staff strategically across indoor and outdoor spaces to maximise visibility and responsiveness to children's needs and play patterns; and
- adapting supervision techniques according to the developmental stages of Kindergarten children, fostering secure and respectful relationships consistent with Element 5.1.1.

Pre-Kindergarten:

This environment consists of a single, double-sized room with an adjacent playground and bathrooms accessed internally. Staff must:

- maintain constant visual supervision within the indoor space and immediate playground area;
- support children's exploration while managing risks associated with developmental stages and sensory needs; and
- ensure supervision ratios comply with Regulations and are sufficient to enable active engagement and prompt intervention when necessary.

Outside supervision - top playground:

Supervision requires deliberate staff placement across the playground, grassed areas, and grounds in front of classrooms. Staff are expected to:

- distribute themselves to cover all accessible areas, minimising blind spots and ensuring children remain within sight and hearing range
- regularly scan and move throughout the space to maintain situational awareness of all children's locations and activities
- actively engage with children to promote social skills, emotional regulation, and safe play practices while being ready to intervene if hazards or conflicts arise

Outside supervision - lower playground/War Memorial Oval (WMO):

Due to the size and mixed-use nature of this area, staff must:

- space themselves effectively to provide comprehensive coverage, accounting for potential hazards such as vehicular access to courts and external groups using the WMO;
- monitor children's movement to prevent unsupervised access to Junior School buildings and ensure boundaries are respected; and
- adapt supervision strategies dynamically based on the number of children, activities, and environmental risks present.

Supervision on excursions:

Excursion supervision demands adherence to risk management and child safety standards, requiring staff to:

- thoroughly review and implement risk assessments tailored to each excursion destination, including identification of specific hazards (e.g., water, roads, open boundaries);
- adjust supervision ratios and positioning to ensure adequate coverage, especially in higher-risk settings;
- communicate clear behavioural expectations and safety rules to children before and during travel, including on buses (e.g., seating, seatbelt use, noise control); and
- maintain active engagement and supervision throughout all phases of the excursion to safeguard against harm and facilitate positive learning experiences.



Toileting policy

..National Quality Standard for Early Childhood Education and Care and School Age Care

Standard 2.1: Each child's health and physical activity is supported and promoted.

Element 2.1.12: Effective illness and injury management and hygiene practices are promoted and included.

Standard 2.2: Each child is protected.

Element 2.2.1: Supervision - At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

..Education and Care Services National Regulations

Regulation 103: Premises - indoor space requirements

Regulation 115: Premises designed to facilitate supervision

Regulation 168(2)(h): Policies and procedures - interactions with children

Regulation 168(2)(k): Policies and procedures - dealing with water safety, including during any water-based activities (where bathrooms include basins/showers)

Regulation 168(2)(l): Policies and procedures - the provision of a child-safe environment

..National Principles for Child Safe Organisations

Principle 1: Child safety and wellbeing is embedded in organisational leadership, governance and culture.

Principle 5: People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

Principle 7: Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through education and training.

Principle 8: Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.

Principle 10: Policies and procedures document how the organisation is safe for children and young people.

..Tasmanian Child and Youth Safe Standards

Standard 1: Children and young people are safe, informed and participate.

Standard 4: Equity is upheld and diverse needs are respected in policy and practice.

Standard 5: People working with children and young people are suitable and supported.

..Universal Principle for Aboriginal Cultural Safety

Toileting supervision practices must consider cultural safety, including relational approaches common in Aboriginal and Torres Strait Islander traditions. These approaches affirm the importance of responsive presence, trust, and attuned support to ensure children feel safe, respected, and understood during personal care routines.

The School is committed to supporting each child's health, wellbeing, safety, and dignity throughout all aspects of their development and care. Toileting is recognised as a significant developmental milestone, and our approach reflects respectful, age-appropriate support that encourages autonomy, confidence, and self-care. As outlined in the National Quality Framework (NQF), high-quality education and care environments must support children's physical, emotional, and social development in ways that promote security, resilience, and independence.

Toileting routines provide not only opportunities for children to learn about hygiene and body awareness, but also foster trust between educators and children through warm, respectful interactions. The School acknowledges that toileting can be a sensitive and sometimes vulnerable experience, and therefore prioritises supervision practices that ensure safety, privacy, cultural responsiveness, and active engagement.

Family responsibilities

Families are expected to:

- provide information upon enrolment regarding their child's stage of toilet training, including any specific or additional needs, so that staff can plan and prepare accordingly;
- pack a complete set of spare clothing (which may be retained at the School) in case of toileting accidents or other incidents. Young children often feel more comfortable changing into their own clothes, rather than School-owned spares;
- actively support toilet training at home by reminding and encouraging their child to use the toilet independently, or with limited help;
- teach their child essential toileting skills, including how to pull pants up and down, wipe effectively, flush the toilet and wash hands thoroughly after toileting.

Staff responsibilities

Staff at the School will:

- support children in the toilet training process with respect, supporting dignity, minimising anxiety and promoting independence;
- maintain a supply of spare clothes for emergencies;
- observe and respond to signs of children's toileting awareness, working together with families to develop strategies that are consistent with the family's home-based approach.
- support consistent, culturally respectful strategies of toileting in the School environment;
- reassure families that toileting accidents are common at this age and stage of development, responding to both successful and unsuccessful toileting attempts with encouragement and support;
- encourage children to complete toileting routines safely and hygienically;
- ensure that a risk assessments consider the availability and suitability of toileting facilities;
- develop and implement procedures (supported by the policies in this document) to ensure adequate supervision of children in bathroom areas;
- foster self-help skills and confidence during the toileting process;
- provide age-appropriate visual aids in bathrooms to assist children with toileting procedures; and
- assist children with soiled or wet clothing, as per the procedure below.

Note: While staff are able to support children with toilet training, the primary responsibility for this process lies with families. The School is happy to provide information and documentary resources to families in respect to toilet training does not develop individualised toilet training plans.

Supporting procedures and guidelines

Educators are expected to wear gloves and follow hygiene best practice. During a child's toileting, educators are expected to:

- provide calm, verbal prompts to guide the child through each step of the process;
-

- respect the child's privacy while ensuring appropriate levels of supervision;
- assess whether the child requires any additional supports (e.g. footstool, change table) and accommodate as needed;
- encourage the child to remove and replace clothing independently, providing respectful assistance when required;
- support the child to sit safely and comfortably on the toilet, remaining nearby to assist if needed;
- prompt the child to use toilet paper, wipe front to back, and assist discreetly if necessary;
- remind the child to flush the toilet and replace clothing properly;
- encourage the child to wash hands with soap and water while counting slowly to ten or singing a short song;
- prompt the child to dry hands with paper towel and dispose of it in the appropriate bin; and
- dispose of gloves after the process and thoroughly wash hands using standard hygiene protocols.

If a child shows distress or anxiety while toileting, educators will respect the child's needs with sensitivity and may implement an alternative method or provide additional support in consultation with the family. Toilet training considerations may be included in a child's Individual Learning Plan (ILP) where appropriate.



Transportation policy

..National Quality Standard for Early Childhood Education and Care and School Age Care

Standard 2.2 - Safety

Element 2.2.1 - Supervision: At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

Standard 6.2 - Collaborative Partnerships

Element 6.2.1 - Transitions: Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.

..Education and Care Services National Regulations

Regulation 99 - Children leaving the education and care premises

Regulation 100 - Risk assessment must be conducted before excursion

Regulation 101 - Conduct of risk assessment for excursion

Regulation 102 - Authorisation for excursions

Regulation 168(2)(ga) - Requirement for a transportation policy

..National Principles for Child Safe Organisations

Principle 1: Child safety and wellbeing is embedded in organisational leadership, governance and culture.

Principle 5: People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

Principle 7: Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through education and training.

Principle 8: Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.

Principle 10: Policies and procedures document how the organisation is safe for children and young people.

..Tasmanian Child and Youth Safe Organisations Framework

Standard 1 - Children and young people are valued, respected and treated fairly.

Standard 4 - Equity is upheld, and diverse needs respected in policy and practice.

Standard 6 - Processes to respond to complaints and concerns are child-focused.

Standard 9 - Physical and online environments promote safety and wellbeing while minimising the opportunity for harm.

..Universal Principle for Aboriginal Cultural Safety

This policy recognises the importance of ensuring culturally safe, strengths-based environments for Aboriginal and Torres Strait Islander children.

We commit to practices that promote self-determination, avoid deficit narratives, and uphold the rights of Aboriginal children to connection, community and identity.

..Other relevant legislation

Passenger Transport Services Act 2011 (Tas)

Children, Young Persons and Their Families Act 1997 (Tas)

Work Health and Safety Act 2012 (Tas)

The School believes that excursions and travel experiences offer valuable opportunities for children to engage with the community, develop confidence, and enhance their understanding of the world. They also introduce risks to children's health, safety and wellbeing that must be carefully managed in line with the requirements of the National Quality Framework and state and national legislation. Risk assessments, staff training, appropriate vehicle standards, and active supervision are essential safeguards that support best practice in the safe movement of children. All transportation must be planned, authorised, risk assessed, and supervised in a manner that prioritises

children's physical and emotional safety, supports developmental appropriateness, and embeds cultural safety at every stage of the journey.

General transportation guidelines

The School does not permit travel on any bus, whether owned by the School or a contracted service, that does not have approved safety restraints or seat belts. Seat belts and restraints must comply with Australian Standard AS/NZS1754. Travel to and from any venue or destination is assessed within the risk assessment for every excursion and permissions for that travel are requested on both excursion permission forms for Pre-Kindergarten and Kindergarten and the Vacation Care booking and permission forms.

Risk assessments for every excursion are reviewed by the School's Safety & Risk team and are retained as a digital record and provided for families before the excursion upon request. Under no circumstances may a child be transported without a completed permission form, excursion risk assessment and legal restraint or seat belt.

Rights and responsibilities

The Service:

According to the *Education and Care Services National Amendment Regulations 2022*, the service is required to:

- ensure that a staff member or nominated supervisor (*other than the driver*) accounts for the children as they get in to, or out of a vehicle for (for the purpose of excursions/trips) at the service;
- ensure that records are made demonstrating this accounting; and
- ensure that a record is made demonstrating that educators have completed a check of the inside of the vehicle to ensure that no children remain behind.

These requirements are met via the Service's Risk Assessments and the QK Kiosk's Head Count functionality, and supported by a bus transport register in Complispace (accessed by educators via an iPad before trips commence).

Children:

- have the right to be, and to feel safe and secure during transport to and from the Service;
- are expected to adhere to the same behavioural expectations and requirements that exist in-Centre;
- are expected to remain appropriately seated and restrained while in transit;
- are expected to listen to instructions given by teachers and/or educators; and
- are not permitted to eat, drink or stand while being transported in a vehicle.

Educators must:

- prepare children and young people for excursions using clear, age-appropriate language, detailing the destination, expected behaviour and steps to support safety;
- adhere to the School's expectations as outlined in the [Code of Conduct](#) and [Practice and Behaviour Guidelines](#);
- not leave children unattended in a vehicle at any time;
- ensure that all children are safely and securely restrained before the departure of any vehicle;

- assist children (where required) in fastening and/or releasing their seat belts;
- ensure that no child aged 4 years or below is sitting in the front seat of a bus or vehicle;
- not transport children in a personal vehicle;
- seek to sit in locations upon a bus that work toward optimal supervision; and
- adhere to any other rules and regulations outlined by a contracted bus service.

Drivers must

- adhere to the requirements laid out for drivers in The School's [policies and procedures](#), including, but not limited to the [Bus Emergency Procedures](#), the [Driving Standards](#), Pre-Departure Checklists and the [Code of Behaviour for Drivers and Passengers](#). These documents are available upon request from the Safety and Risk Advisor.
- ensure that all children under the age of 7 are appropriately seated and restrained before departure;
- be legally licensed to drive a bus;
- pass a criminal history check;
- hold a current Registration to Work with Vulnerable People (RWVP);
- drive safely and legally, adhering to the road rules at all times;
- not use a mobile phone (even via a hands-free system) while driving; and
- not be included in the educator ratios for the excursion.

Vehicles must:

- be fully insured, licensed, and maintained, as per the School's standard process; and
- have a First Aid Kit that is fully equipped and maintained.

Staff Ratios

The staff ratio employed by the School for excursions is 1:10 for children aged 3- 4 years and 1:15 for children aged 6-12 years. These ratios are determined according to the *Education and Care Services National Regulations*. Excursions that may be deemed 'high risk', or with significant identified hazards, may demand lower ratios. OSHC excursions will often use 1:5 for children aged 3-4 and 1:10 for older children.

Required items for excursions

There are several items that must be taken on every excursion. Each of these items is listed in the Risk Assessment template, which must be completed before each excursion. Staff are required to read through and sign off on each risk assessment before the excursion taking place.



Uncollected child policy

..National Quality Standard for Early Childhood Education and Care and School Age Care

Standard 2.2: Each Child is Protected.

Element 2.2.3: Child Protection: Management, educators and staff are aware of their roles and responsibilities regarding child safety, including the need to identify and respond to every child at risk of abuse or neglect.

Standard 7.1: Governance supports the operation of a quality service that is child safe.

Element 7.1.2: management systems - systems are in place to manage risk and enable the effective operation of a quality service that is child safe.

..Education and Care Services National Regulations

Regulation 85: incident, injury, trauma and illness policies and procedures

Regulation 86: notification to parents

Regulation 99: children leaving the education and care premises

Regulation 168(2)(f): policies and procedures on delivery and collection of children

Regulation 176(2)(a)(ii): notification of serious incidents to the regulatory authority

..Education and Care Services National Law Act 2010

Section 165: offence to inadequately supervise children

Section 167: offence relating to protection of children from harm and hazards

Section 174(2)(a)(i): notification of serious incidents

..National Principles for Child Safe Organisations:

Principle 1: Child safety and wellbeing is embedded in organisational leadership, governance, and culture.

Principle 10: Policies and procedures document how the organisation is safe for children and young people.

..Tasmanian Child and Youth Safe Framework

Standard 1: Children and young people are safe, informed and participate.

Standard 4: Equity is upheld and diverse needs are respected in policy and practice.

..Universal Principle for Aboriginal Cultural Safety

Organisational policies, including those addressing uncollected children, must respect and uphold the cultural identity and dignity of Aboriginal and Torres Strait Islander children, recognising the importance of family and community connection in child wellbeing and safety.

In accordance with **Regulation 168(2)(f) and Regulation 99** of the **Education and Care Services National Regulations**, the School is committed to implementing safe, clear and consistent procedures for the delivery and collection of children attending its services. These procedures are designed to support the safety, security and emotional wellbeing of children and young people, while meeting legal obligations to protect children from harm, neglect or abandonment.

The School operates with staggered finish times for Pre-Kindergarten and Kindergarten, ELC and Junior School. Children not collected from their Pre-Kindergarten and Kindergarten classes are sent to After School Care after 15 minutes, while ELC and Junior School students may be referred 30 minutes after their classes end.

If a child has not been collected within the designated timeframe:

- staff will endeavour to contact the child's parents/carers through the phone numbers in the School's learning management systems; and
- where contact is unsuccessful, using the child's emergency contacts.

For children not collected by families from OSHC by 6.00pm:

- the child will remain with the designated Responsible Person - and wherever possible, with at least two staff; however,
- where this is not possible, staff will follow the [Single Staff Protocol](#), which includes additional precautions to support child safety and staff protection during single-staff operation.

The Responsible Person will continue attempting to contact the child's parents/carers or emergency contacts for up to 45 minutes (until 6:45pm).

Escalation procedure

If after 6.45pm the Responsible Person is still unable to reach either parents/carers or an emergency contact, they must:

- 1) contact the Director of Kindergarten and Children's Services and the Principal.
- 2) call the emergency after-hours number for The Department of Health & Human Services or Child and Family Services (the Department may be given the child's parents/carers phone numbers and those of any listed emergency contacts).
- 3) arrange for the child to be temporarily supervised in the School's Boarding House (if appropriate and available) while further arrangements are made; and
- 4) complete an [Incident Report Form](#), which will include:
 - i) the time of the last attempt at contact with parents/carers or emergency contacts;
 - ii) the staff involved/remaining behind with the child;
 - iii) all actions taken; and
 - iv) notes regarding contact with external authorities.



Water safety policy

.National Quality Standard for Early Childhood Education and Care and School Age Care

Standard 2.2: Supervision - *Each child is protected.*

Element 2.2.1: At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

.Education and Care Services National Regulations

Regulation 100: Risk assessment must be conducted before excursions

Regulation 102: Authorisation for excursions

Regulation 136: First aid kits

Regulation 165(2): Offence relating to protection of children from harm and hazards

Regulation 168: Policies and procedures

Regulation 169: Additional policies for family day care services

Regulation 345 (Tasmania): Safety of swimming pools and bathing places

.National Principles for Child Safe Organisations:

Principle 1: Child safety and wellbeing is embedded in organisational leadership, governance and culture.

Principle 10: Policies and procedures document how the organisation is safe for children and young people.

.Tasmanian Child and Youth Safe Framework:

Standard 1: Children and young people are safe, informed and participate.

Standard 4: Equity is upheld and diverse needs are respected in policy and practice.

.Universal Principle for Aboriginal Cultural Safety:

Water safety policies must recognise the cultural significance of water in Aboriginal and Torres Strait Islander traditions and incorporate culturally safe practices that respect children's connections to water and community.

The School recognises the unique opportunities that water-based play and learning environments offer children, supporting sensory engagement, creativity, and connection with nature. In fulfilling its commitment to child safety under the National Quality Standard and applicable legislation, the School ensures that all interactions with water - whether within the service environment or during excursions - are managed with rigorous risk controls and active supervision.

Water environments and activities are acknowledged as presenting inherent risks. To mitigate these, the School implements comprehensive supervision strategies, risk assessments, environmental safeguards, staff training, and emergency procedures designed to protect every child's health, safety, and wellbeing.

Supervision and ratios

Educators and staff will provide active supervision during all water-related activities. This includes constant visual monitoring, strategic positioning to maximise visibility, and frequent scanning of all children engaged with or near water. Educator-to-child ratios will always comply with or exceed the requirements of the Education and Care Services National Regulations, with particular attention to maintaining adequate staffing levels around water play areas.

Risk management and environmental controls

Prior to any water-based activity or excursion, a detailed risk assessment will be completed, identifying hazards specific to the water environment and setting out control measures. Onsite water play equipment such as water troughs or containers will be filled to safe levels, regularly emptied, cleaned, and maintained to prevent drowning or contamination risks. Water tanks and greywater systems will be clearly labelled with 'Do Not Drink' signage and secured to prevent unauthorised access. Hot water supplies accessible to children is thermostatically controlled to a maximum temperature of 43.5°C, with routine testing and maintenance.

Staff training and competence

All staff involved in water-related activities will hold current qualifications in CPR and first aid specific to drowning and water rescue. Ongoing professional development and water safety training will be provided to maintain competence and awareness of emerging best practices.

Children's education and engagement

Children will be supported to develop age-appropriate water safety knowledge and skills. Educators will engage children in regular conversations about safe behaviour in and around water, reinforcing safety rules and modelling responsible conduct.

Emergency and incident procedures

The School maintains clear protocols for responding to water-related emergencies, including immediate rescue, first aid, notification of emergency services, and incident reporting in accordance with regulatory requirements. All incidents will be documented and reviewed to improve future safety practices.



Additional policies and procedures

The following policies and procedures may be found on the [School's web site](#). These are overarching policies, of which this document is merely a subset. Please consult these policies as required.

[Allergy and Anaphylaxis Policy](#)

[Anti-Discrimination Policy](#)

[Coaching Policy](#)

[Code of Conduct](#)

[Commitment to Kindness](#)

[Complaints and Grievances Policy](#)

[Complaints and Grievances Procedure](#)

[Concussion Policy](#)

[Concussion Action Plan](#)

[Consumption and Service of Alcohol Policy](#)

[Enrolment and Exclusion Policy](#)

[Harassment, Bullying and Discrimination Policy](#)

[Mandatory Reporting Policy](#)

[Practice and Behaviour Standards](#)

[Privacy Policy](#)

[Recruitment Policy](#)

[Risk Management Policy](#)

[Safeguarding Children and Young People Policy](#)

[Social Media Policy](#)

[Student Harassment, Bullying and Discrimination Policy](#)

[Sun Protection Policy](#)

[Work Health and Safety Policy](#)

Further policies are available on the School's internal [Policies and Procedures SharePoint Page](#). Some of these policies are not accessible to the public.

Particular attention should be drawn to the Safeguarding Children and Young People policies and procedures, which are key documents across the School and to the Commitment to Kindness, which underpins the School's programs, services and culture.



Appendix 1:

Anticipating industry and legislative change (2025-6)

Children's Services Policies and Procedures: major policy revisions 2.0 - 2.1

In response to proposed amendments to the Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011, including those scheduled for commencement in September 2025 and January 2026, The School has undertaken a comprehensive review of its Children's Services Policies and Procedures.

These changes are anticipatory of and responsive to new national and state legislative directions, including the National Quality Framework reforms, the Tasmanian Child and Youth Safe Organisations Framework, the Universal Principle for Aboriginal Cultural Safety, and sector-specific regulatory guidance issued by ACECQA, and the Office of the Independent Regulator (OIR Tasmania).

Particular focus has been given to new regulatory obligations relating to the use of mobile technologies, vape-free environments, and digital surveillance (CCTV) in early childhood settings. These policy updates ensure continued compliance with the evolving child safety landscape and affirm the School's commitment to providing a secure, transparent and developmentally appropriate environment for all children in its care.

Version control and policy-level changes

Informed by 2025-2026 Regulatory and Legislative Developments

1. New policies, responsive to anticipated legislative change

Digital Technologies and Online Environments Policy (pp. 60-66)

- Content Highlights:
 - Prohibition of mobile phone use by educators and visitors in child-facing areas.
 - Supervised, age-appropriate digital engagement.
 - Secure storage and access control for digital records.
- Legislative Basis:
 - Draft Regulation 168(2)(da) effective Jan 2026.
 - ACECQA National Guidelines on Online Safety (2024).

CCTV Use and Management Protocol

- Content Highlights:
 - Installation, signage, access control, data retention protocols.
 - Clear chain of access subject to authorisation by the Principal or COO.
- Legislative Basis:
 - ACECQA sector recommendations (2024).



Smoke-Free and Vape-Free Environments

- Content Highlights:
 - Vaping, e-cigarettes, and personal vaporisers banned.
 - Clear signage required.
 - Applies to school grounds, excursions, vehicles.
- Legislative Basis:
 - 2025 proposed National Regulation amendments.
 - Tasmanian Health Service directives.

* Note: a complete ban on vaping, e-cigarettes, cigarettes and other vaporisers has been in the School's broader [Drug and Alcohol Policy](#) since 2023, but is duplicated here for clarity.

2. Major revisions reflecting legislation

Child Protection and Mandatory Reporting Policy

- Anonymous reporting form detailed.
- Peer-on-peer abuse and digital harm now included.
- Linked to Tasmanian Child and Youth Safe Framework.

Behaviour Guidance and Support Policy

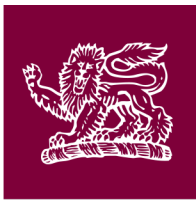
- Integrates online behaviour, cyberbullying.
- Addresses inappropriate discipline and trauma-informed approaches.
- Complies with Regulations 155-156 and Sections 166-167.
- Addition of Safeguarding Children 'Challenging Behaviour Support and Safety Procedure' (Jan 2026) to support staff understanding of appropriate steps to addressing challenging behaviours.

Supervision, Excursions, and Transport Policies

- Adds checklists and bus attendance registers.
- Reflects March 2023 and October 2023 amendments to excursion transport safety.

3. New frameworks and legislation references integrated

Framework	Integration
UN Convention on the Rights of the Child	Specified in general subheadings (e.g. 'Governance and Management Information')
Universal Principle for Aboriginal Cultural Safety	Global - added to all policies
Tasmanian Child and Youth Safe Framework	Global - added to all policies
EYLF v2.0 (2022)	Tightened referencing in Educational Program, Staffing, Behaviour Guidance
OAIC Surveillance Guidance	Safe Environment (CCTV)



Framework

UN Convention on the Rights of the Child

ACECQA National Online Safety Guidelines

Integration

Specified in general subheadings (e.g. 'Governance and Management Information')

Digital Technology, Behaviour

4. Internal Governance and Reporting Enhancements

- Director of Kindergarten and Policy & Compliance Manager both specified as Nominated Supervisors.
- New reporting tools referenced:
 - Mandatory Report Form
 - Inappropriate/Reportable Conduct Form
 - Risk Register for Children's Services

5. Incident and Emergency Triggers Clarified

- Includes triggers such as:
 - Digital or online harm
 - Delayed pickup (uncollected child)
 - Peer-on-peer abuse (physical/digital)

6. Training and Staffing Requirements

- Annual training in:
 - Child protection
 - Digital safety
 - Privacy / Security Cameras (biennial)
- Staff restrictions:
 - No personal mobile phone use in areas where children may reasonably be expected
 - No personal messaging or photography involving children

Summary Table - Legislative Drivers for 2025/2026 Changes

Area	Regulatory Driver	Response in 2025 Policy
Digital safety	Jan 2026 Regs; ACECQA 2023/4	Digital Technologies Policy
Surveillance/CCTV	ACECQA 2025 (inc. Draft Regs)	CCTV protocols integrated
Vaping prohibition	2025 Draft Regs; Tas Health	Vape-Free Policy explicitly added
Excursion supervision	October 2023 Amendments	Excursion/Transport Revisions
Cultural safety	Universal Principle, EYLF v2.0	Broad policy integration
Peer-on-peer abuse	Child Safe Standards	Link added to Safeguarding section



Area

Mandatory reporting

Technology misuse

Regulatory Driver

OIR Tasmania, Section 174

Sector guidance, ACECQA

Response in 2025 Policy

Expanded notification framework

Mobile and online conduct regulated