

6.01 Partnerships with Families Policy

INTRODUCTION

“Partnerships with families contribute to building a strong, inclusive community within the service. Continuous, honest and open two-way communication with educators assists families to feel connected to their children’s experience in education and care and helps them develop trust and confidence in the service. Shared decision making with families supports consistency between children’s experiences at home and at the service, helping children to feel safe, secure and supported.” Guide to the National Quality Standard (3) ACECQA (2011), p.148. Family participation in the education and care service is an important part of making the service a true part of the community and creating an environment that is welcoming and inclusive and supports a sense of belonging for children, families and educators.

PURPOSE

Cubby OOSH services will create and maintain positive partnerships with families that together work towards a common goal of providing high quality care and education for all children that will enable them the best start to life.

SCOPE

- Cubby OOSH welcomes and facilitates family participation and open communication in the service by encouraging families to engage in their children’s education and care. Families are invited to attend Parent Committee meetings, assist with projects and attend social gatherings. The education and care service have an open door policy for families.
- Cubby OOSH values the input of families, educators and the wider community to help create a service that meets the needs of the children who attend.
- Cubby OOSH encourages open communication through the enrolment and orientation process, policy review, feedback forms, the daily program, documentation, formal and informal meetings, emails and conversations.

IMPLEMENTATION

The Nominated Supervisor will:

- Develop systems for families to provide feedback regarding the enrolment and orientation process and when reviewing policies and procedures to improve processes and practice.
- Ensure that parents may enter the education and care services at any time unless such entry would pose a risk to the safety of children/educators or breach court orders regarding access to children.
- Inform families about the processes for providing feedback and making complaints.
- Develop an enrolment and orientation procedure that ensures families are provided with information about the philosophy, policies and practices of the education and care services before the children’s first attendance at the service.
- Ensure that parents are notified of changes to policies or fees and given adequate notice as per the Education and Care Services National Regulations.
- Ensure that a copy of the Education and Care Services National Regulations 2011 is available for parents to access within the service foyer.

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- Provide regular information about the Education and Care Service to families. Information, when required, will be available to families of non-English background in their home language.
- Ensure that families have access to documents regarding the assessment of the child’s developmental needs, interests, experiences and participation in the program and assessments of the child’s progress against the outcomes of the educational program.

Educators will:

- Inform families about the processes for providing feedback and making complaints.
- Be available for families at pick up and drop off times to pass on important messages and information about their child’s participation in the education and care program.
- Encourage families to be involved in the education and care service and the program through feedback, visiting the service, bringing in items from the home environment and giving feedback on children’s emerging interests and needs.
- Promote continuous open and honest two-way communication with families to assist them to feel connected with their children’s experiences in the education and care setting and to develop families’ trust and confidence in the education and care service.
- Recognise that because of families, and parents, in particular, are often busy with many competing priorities, they will need to consider a range of strategies to build and maintain relationships with each family.
- Make documentation available to families, through the Cubby OOSH App, and on the IPADs within the foyer.

Families will:

- Provide accurate information on enrolment and medical information forms during the enrolment process and notify educators when any information changes.
- Be invited to contribute to the quality improvement process within the education and care service.
- Be encouraged to attend children’s excursions to support their children’s knowledge of and engagement in their community
- Be invited to family events to be held periodically to help families network and develop relationships in the local community. Educators will be encouraged to attend these events.

STATUTORY LEGISLATION & CONSIDERATIONS

- [Education and Care Services National Law Act 2010](#)
 - Section 301 National regulations
- [Education and Care Services National Regulations](#)
 - Regulation 168 Education and care service must have policies and procedures
- [National Quality Standards](#)
 - Standard 6.1 supportive relationships with families
 - Standard 6.2 Collaborative partnerships

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SOURCES

- [The Early Years Learning Framework](#)
- [My Time Our Place Framework](#)
- [Victorian Early Years Learning and Development Framework](#)
- [ACECQA](#)
- [Raising Children Network – Involving parents in school and childcare](#)
- [Early Childhood Australia Code of Ethics](#)
- Cubby OOSH Philosophy

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6.02 Developing Partnerships with Cultural and Linguistically Diverse Families

INTRODUCTION

Respect for cultural diversity is important in Australia's multi-cultural society. Cubby OOSH provides the opportunity to explore cultural variations and integrate materials into the daily program based on the cultural backgrounds of the families in the Centre. Children are involved in relevant, enjoyable activities related to diverse cultural traditions and habits. The experience (such as reading a book in another language) is merely the medium through which the message of positive respect for someone's culture is conveyed.

PURPOSE

Cubby OOSH welcomes all cultures into our services and recognises our sustained efforts in incorporating cultural and linguistically diverse families to ensure we are encompassing a sense of 'Being, Belonging and Becoming' not only for the children, but our families and the community.

SCOPE

- Foster positive attitudes in children and families about their own and other's racial and cultural backgrounds.
- Involve and immerse children in interesting, enjoyable multi-cultural activities.
- Encourage families to share their cultural traditions with others and to reduce bias and prejudice, promoting inclusive practices.

IMPLEMENTATION

- Provision of daily/weekly programs that are relevant and culturally enriched.
- Use of the "OPEN DOOR" philosophy: invites all families into the Centre to share a part of their culture and lifestyle
- Provision of plenty of opportunities for shared decision-making between families and Centre Team members. (e.g. Questionnaires, consultation, Team members/parent interviews, etc.)
- Frequently provide families with up-to-date information about all aspects of the Centre's operations and distribute this in a variety of ways and languages where available.
- Information for families in different languages is available on the Family Information iPad located in all services foyers.
- Team members have the opportunity to attend professional development courses to extend their knowledge in areas of cross-cultural communication, anti-bias, and cultural diversity. This helps Team members with better understanding the needs and interests of linguistically diverse families as well as any issues affecting them.
- Attempts are made to translate messages to non-English speaking background families (when possible) to create a more welcoming and meaningful environment for them.
- Team members are encouraged to use a variety of language to welcome and communicate with families daily.
- Ensuring Cubby OOSH provide orientations into the service that is tailored to all families

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- Team members from multi-cultural backgrounds are employed by Cubby OOSH and encouraged to communicate with children and families in their home language.

STATUTORY LEGISLATION & CONSIDERATIONS

- [Education and Care Services National Law Act 2010](#)
 - Section 301 National regulations
- [Education and Care Services National Regulations 2011](#)
- [National Quality Standards](#)
 - Standard 6.1 supportive relationships with families
 - Standard 6.2 Collaborative partnerships

SOURCES

- [The Early Years Learning Framework](#)
- [My Time Our Place Framework](#)
- [Victorian Early Years Learning and Development Framework](#)
- [ACECQA](#)
- [Early Years Connect – The Principles of Inclusion](#)
- [National Quality Standard – Professional Learning Program E-Newsletter - Curriculum decision making for inclusive practice](#)
- [Early Childhood Australia – Catering to Diversity](#)
- Cubby OOSH Philosophy

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6.03 Aboriginal & Torres Strait Islander Awareness Policy

INTRODUCTION

An Aboriginal and Torres Strait Islander person is one who encompasses one or more of the below;

1. Is of Aboriginal and/or Torres Strait Islander descent.
2. Identifies as an Australian Aboriginal and/or Torres Strait Islander person.
3. Is accepted as such by the community in which s/he lives or has lived.

Since the colonisation by European settlers over 230 years ago, Aboriginal and Torres Strait Islander people and culture have been exposed to significant hardships, this involving:

- Loss of traditional culture
- Involuntary removal of children
- Denial of citizenship rights

It is vital that there is awareness and understanding in today's society of the history of the Aboriginal and Torres Strait Islander culture. As Professor Mick Dodson AM (Australian of the Year 2009) said, with this understanding, people are "more likely to share our pride and to want to improve relationships between us as fellow Australians".

It is important that there is an awareness and Education of this culture within Early Education to allow for future movement in the right direction and to share in National Identity, ensuring we all feel a sense of belonging, as outlined in the 'Early Years Learning Framework'.

PURPOSE

Cubby OOSH aims to provide children and their families with a positive awareness of Aboriginal and Torres Strait Islander history, rich culture and appreciation for diversity.

SCOPE

- Embed the Aboriginal and Torres Strait Islander culture within the service
- Program and Educate Children and Families on varied cultures and the history of our land
- Network with the community and families of culture.
- Be respectful of the land in which we live, and work collaboratively as one Nation for best outcomes for all.

IMPLEMENTATION

- All Cubby OOSH services will develop a Reconciliation Action Plan (RAP)
- Welcome to the country will be introduced to all team meetings, special events and group times with the children.
- Welcome to Country will be displayed in the foyer to all services.

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- Preschool children will participate in a yarning circle each morning to discuss the day's events and share information and stories.

- Services will contact their local council for information specific to their region, and learn about the local tribe. Services will invite Elders and Aboriginal and Torres Strait Islander people into the service and embed ideas, suggestions etc within their program. Our services aim to correctly program for cultures that indicate respect and prevent inaccurate, disrespectful or tokenistic experiences.
- Invite families of culture into the service to Educate the Children on their history, what the land means to them, and how to preserve the land in our future.
- Children will have access to authentic Indigenous Australian resources, including artwork, music and instruments, materials, images etc
- Significant dates will be celebrated including NAIDOC Week, Sorry Day, Reconciliation Week, National Aboriginal and Torres Strait Island Children's Day

In relation to Aboriginal and Torres Strait Islanders awareness, programs will:

- Recognise differences within the group.
- Encourage individual and group esteem.
- Promote the development of social skills and attitudes, which foster co-operation and participation.
- Incorporate the Reconciliation Action Plan

Educators/Staff will:

- Recognise and respect the Aboriginal children/families' unique cultural identity.
- Reinforce and maintain the child's self-esteem and cultural identity.
- Recognise non-verbal behaviour as an important part of communication for Aboriginal children.
- Where possible employ Educators/Staff from Aboriginal backgrounds.

STATUTORY LEGISLATION & CONSIDERATIONS

- [Education and Care Services National Law Act 2010](#)
 - Section 167
 - Section 168
- [Education and Care Services National Regulations](#)
 - Regulation 73 Educational Program
 - Regulation 76 Information about educational program to be given to parents
- [National Quality Standards](#)
 - Standard 1.1 Program
 - Standard 3.1 Design
 - Standard 5.1 Relationships between Educators and Children
 - Standard 6.2 Collaborative Partnerships

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SOURCES

- [The Early Years Learning Framework](#)
- [My Time Our Place Framework](#)
- [Victorian Early Years Learning and Development Framework](#)
- [ACECOA](#)
- [Early Childhood Resource Hub – Valuing Aboriginal and Torres Strait Islander Cultures](#)

- [Early Childhood Australia - Working Together to Ensure Equality for Aboriginal and Torres Strait Islander Children in the Early Years](#)
- [Reconciliation Action Plan](#)
- [Early Years Connect – Inclusion Online Module](#)
- [Department of Families, Community Services and Indigenous Affairs – Child Care Service Handbook 2011-2012](#)
- Cubby OOSH Philosophy

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6.04 Open Door Policy

INTRODUCTION

Partnerships between an Education Service, families and the community enables a service to achieve positive outcomes and children achieve learning outcomes. As outlined in the Early Years Learning Framework “Educators recognise that families are children’s first and most influential teachers”, so it is important for services to work directly and alongside families to have greater impact on children’s learning that occurs within the service. To enable this kind of partnership, it is imperative that services encourage, as much involvement from families, and the community are aware of the services Open door policy, in which they are welcome to connect and contribute throughout all operating times of the day.

PURPOSE

Cubby OOSH agree with the current research on building partnerships with families. Collaboration between families and educators contribute to the child’s success within the service. Some families may lack traditional support networks, so Cubby OOSH believes that is important to help families to feel supported whilst at the service.

SCOPE

When services build on these connections with families and the community, this encompasses:

- Valuing each other and their knowledge of each child
- Valuing the contribution one another play in supporting each child
- Trust and respect
- Share insight and perspectives
- Engaged in a collaborate decision making approach

IMPLEMENTATION

- Ensure the transition into our service is as smooth as possible and the family feels supported and a sense of belonging.
- During the enrolment process, the service endeavours to uncover if family members have any skills or talents they would like to contribute into the program. E.g play a musical instrument
- Extending an invitation to families to visit the centre at any time guarantees the continuing quality of our working practices and protection for staff and management’s reputation.
- Services to ensure the most current version of the Open-door policy is displayed in within the foyer, on the Foyer IPAD.
- An appointment is not necessary. Families are welcome to come and take their child out of the centre and then return at a later time – ensuring they sign the child in and out of the centre for regulation purposes.
- Families book tours via the centres Nominated Supervisor or can walk in at a time convenient to them. When the centre supervisor s unavailable, the second in charge will conduct the tour.
- Families are encouraged to either pop in, email or call to see how their child’s day is going. They will be welcomed the same way each time they contact the service about their child’s progress.

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- Visitors must complete the Visitors Book located in the foyer, and must be filled in with all required information. The Visitors Book entry is confirmed by the Nominated Supervisor / Responsible person on the arrival and departure of visiting adults. The Visitors Book is collected in an emergency evacuation therefore must be completed by all visiting adults.
- Parents are reminded through termly newsletters and emails their responsibilities regarding visitors to the centre.
- External Contractors must never be left alone with a child/children within the centre
- All external doors must always be kept locked and external gates closed. All internal doors and gates must be kept closed to ensure children are not able to wander. Adults accompanying visiting children who are not enrolled on that day are asked to encourage their children to follow the Centre’s policy and to treat enrolled children and the Centre’s equipment with respect.
- Visitors must report all accidents or near miss incidents on Cubby OOSH premises to a member of staff.
- Visitors must look after their own and others health and safety.
- Visitors must comply with Cubby OOSH policies and procedures.
- The centre will under no circumstances tolerate any form of harassment from third parties including visitors towards others, including children, staff members and parents.
- The Public Liability insurance held at each centre covers any injury sustained at the centre, this document must be displayed within the services foyer.
- During visits to the centre, Photos/ Videos are not to be taken of children as this is in breach of our privacy and confidentiality policy.
- Family and visitors are discouraged from being hot drinks into the room, and made aware that the services are allergy aware services
- All Court Orders must be abided by. Cubby OOSH Open Door Policy does not predominate any legal orders set. Cubby OOSH to follow strict instructions as outlined on the Court Orders and ensure security measures are put in place to keep all children safe. If children’s safety is compromised, centre to engage in Lock down and call 000 immediately.

STATUTORY LEGISLATION & CONSIDERATIONS

- [Education and Care Services National Law Act 2010](#)
 - Section 301 National Regulations
- [Education and Care Services National Regulations 2011](#)
 - Regulation 157 Access for parents
 - Regulation 168 Education and Care Services must have Policies and Procedures
- [National Quality Standards](#)
 - Standard 2.2 Safety
 - Standard 3.1 Design
 - Standard 6.1 Supportive relationships with families
 - Standard 6.2 Collaborative partnerships

SOURCES

- [The Early Years Learning Framework](#)
- [My Time Our Place Framework](#)
- [Victorian Early Years Learning and Development Framework](#)
- [ACECQA](#)
- [Raising Children Network – Involving parents in school and childcare](#)

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- [Early Childhood Australia Code of Ethics](#)
- [Commission for Children and Young People – Being a Child Safe Organisation](#)
- Cubby OOSH Philosophy

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6.05 Informing Families of Our Policies

INTRODUCTION

Children and families are fundamentally the forefront of a services policies and decision making, ensuring the service is meeting and maintaining the needs and requirements of families for best outcomes for children. It is vital families have input into service policies and families are made aware when policies have been amended for full transparency.

PURPOSE

Cubby OOSH ensures to have open communication with families on service operations through networking with families in consolidating and updating Cubby OOSH Policies, meeting regulatory requirements, and setting strategies to ensure our services operate as a high-quality care and Education centre.

SCOPE

- To have explicit, written policies on the Centre's operation.
- To have procedural documents regarding all aspects of the Centre's daily operations.
- To inform attending families of these documents and make them easily accessible.
- To inform and involve families and educators regarding any changes to the Centre's policies and operation.

IMPLEMENTATION

- Existing policies and procedures are made accessible to parents through:
 - Orientation procedures prior to enrolment
 - Newsletters
 - Family memos
 - Family Information Handbook
 - Notices displayed within the Centre
 - Verbal communication from Management and educators
 - Family Information Evenings
 - Email correspondence
- All documents show the date they were developed, the date they were last reviewed/updated, and identify the sources of information, statutory authorities and/or publications which were used in their formulation.
- Reviews/suggestions can be made by filling out the 'Policy Feedback Form' which is located on the Family Information iPad in the foyer of all services.
- Centre Policy and procedural documents are reviewed across the year as per the Schedule or when required by Management, educators, and families so that relevant local community needs are met.
- The Family Information Handbook is reviewed every eighteen months and updated with policy changes when they occur.

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- Significant changes to policies, procedures or financial arrangements are notified to 14 days prior to implementation or as soon, as is practicable in emergency situations.

STATUTORY LEGISLATION & CONSIDERATIONS

- [Education and Care Services National Law Act 2010](#)
 - Section 301 National regulations
- [Education and Care Services National Regulations](#)
 - Regulation 168 Education and care service must have policies and procedures
- [National Quality Standards](#)
 - Standard 6.1 Supportive relationships with families
 - Standard 6.2 Collaborative partnerships
 - Standard 7.1 Governance

SOURCES

- [The Early Years Learning Framework](#)
- [My Time Our Place Framework](#)
- [Victorian Early Years Learning and Development Framework](#)
- [ACECQA](#)
- [Child Australia – ‘How to Develop and Update Policies Successfully’](#)
- [Raising Children – Involving parents in school](#)

[Early Childhood Australia – Collaborative partnerships with families](#)

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6.06 Complaints & Grievance Procedures for families

INTRODUCTION

Feedback from families, educators, staff and the wider community is fundamental in creating an evolving Education Service, delivering the highest standard of Care and Education. It is foreseeable that feedback will include divergent views, which may result in complaints. This Policy details our Service's procedures for receiving and managing informal and formal complaints. Parents can lodge a grievance with management in the understanding that it will be managed conscientiously and confidentially.

PURPOSE

We aim to investigate all complaints and grievances with a high standard of equity and fairness. We will ensure that all persons making a complaint are guided by the following policy values:

- Procedural fairness and natural justice
- Code of ethics and conduct
- Culture free from discrimination and harassment
- Transparent policies and procedures
- Opportunities for further investigation
- Adhering to our Service philosophy
- Our Service believes in procedural fairness and natural justice that govern the strategies and practices, which include:
 - The right to be heard fairly
 - The right to an unbiased decision made by an objective decision maker
 - The right to have the decision based on relevant evidence.

SCOPE

Grievances can transpire in any workplace. Handling them appropriately is imperative for sustaining a safe, healthy, harmonious and productive work environment. The Grievance Policy ensures that all persons are presented with procedures that:

- Value the opportunity to be heard
- Promote conflict resolution
- Encourage the development of harmonious partnerships
- Ensure that conflicts and grievances are mediated fairly
- Are transparent and equitable.

Definitions

Complaint: An issue of a negligible nature that can be resolved within 24 hours, and does not require a comprehensive investigation. Complaints include a manifestation of discontentment, such as poor service, and any verbal or written complaint directly related to the Service (including general and notifiable complaints).

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Complaints do not include staff, industrial or employment matters, occupational health and safety matters (except associated with the safety of children).

Grievances Management Forms/File: Records information about complaints and grievances received at the Service, along with the outcomes. These documents must be securely stored, accessible only to educators and Department of Early Childhood Education and Care. They can provide valuable information to the Approved Provider and Nominated Supervisor of the Service to ensure children and family's needs are being met.

Grievance: A grievance is a formal statement of complaint that cannot be addressed immediately and involves matters of a more serious nature. For example: If the service is in breach of a regulation causing injury or possible harm to a child.

Mediator: A person who attempts to make people involved in a conflict come to an agreement.

Mediation: An attempt to bring about a peaceful settlement or compromise between disputants through the objective intervention of a neutral party.

Notifiable complaint: A complaint that alleges a breach of the National Regulation and Law, National Quality Standards or alleges that the health, safety or wellbeing of a child at the Service may have been compromised. Any complaint of this nature must be reported by the Approved Provider to the Regulatory Authority within 24 hours of the complaint being made – (Section 174[2] [b], Regulation 176[2][b]).

If the Nominated Supervisor is unsure whether the matter is a notifiable complaint, it is good practice to contact The Department of Early Childhood Education and Care for confirmation. Written reports must include:

- Details of the event or incident
- The name of the person who initially made the complaint
- If appropriate, the name of the child concerned and the condition of the child, including a medical or incident report (where relevant)
- Contact details of a Nominated Supervisor
- Any other relevant information

Written notification of complaints must be submitted using the appropriate forms, which can be found on the ACECQA website: www.acecqa.gov.au and logged using NQA ITS (National Quality Agenda IT System).

Serious Incident: An incident resulting in the death of a child, or an injury, trauma or illness for which the attention of a registered medical practitioner, emergency services or hospital is sought or should have been sought. This also includes an incident in which a child appears to be missing, cannot be accounted for, is removed from the Service in contravention of the Regulations or is mistakenly locked in/out of the Service premises (Regulation 12).

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A serious incident should be documented in an Incident, Injury, Trauma and Illness Record as soon as possible and within 24 hours of the incident. The Regulatory Authority must be notified through ACECQA portal by the Approved Provider within 24 hours of a serious incident occurring at the Service (Regulation 176(2)(a)). Records are required to be retained for the periods specified in Regulation 183.

Privacy and Confidentiality

- Management and Educators will adhere to our Privacy and Confidentiality Policy when dealing with grievances. However, if a grievance involves a staff member or child protection issues, a government agency may need to be informed.

Conflict of Interest

It is important for the complainant to feel confident in:

- Being heard fairly
- An unbiased decision making process

Should a conflict of interest arise during a grievance or complaints that involve the Approved Provider, Nominated Supervisor or other Management will be nominated as an alternative mediator.

IMPLEMENTATION

The Approved Provider/ Nominated Supervisor will:

- Treat all grievances seriously and as a priority
- Ensure grievances remain confidential
- Ensure grievances reflect procedural fairness and natural justice
- Discuss the issue with the complainant within 24 hours of receiving the verbal or written complaint
- Investigate and document the grievance fairly and impartially. This will consist of:
 - Reviewing the circumstances and facts of the complaint (or breach) and inviting all affected parties to provide information where appropriate and pertinent.
 - Discussing the nature of the complaint (or breach) and giving an educator, staff member, volunteer or visitor an opportunity to respond.
 - Permitting them to have a support person present during the consultation (for example: Union Representative, however this does not include a lawyer acting in a professional capacity)
 - Providing the employee with a clear written statement outlining the outcome of the investigation.
- Advise the complainant and all affected parties of the outcome within 7 working days of receiving the verbal or written complaint.
 - Management will provide a written response outlining the outcome and provide a copy to all parties involved.
 - If a written agreement about the resolution of the complaint is prepared, all parties will ensure the outcomes accurately reflect the resolution.

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- Should management decide not to proceed with the investigation after initial enquiries, a written notification outlining the reasoning will be provided to the complainant.

- Keep appropriate records of the investigation and outcome, and store those records in accordance with our Privacy and Confidentiality Policy and Record Keeping and Retention Policy.
- Monitor ongoing behaviour and provide support as required.
- Ensure the parties are protected from victimisation and bullying.
- Request feedback on the grievance process using a feedback form.
- Track complaints to identify recurring issues within the Service.
- Notify the Department of Education and Training through ACECQA portal by the Approved Provider within 24 hours if a complaint alleges the safety, health or wellbeing of a child is being compromised.

Families will:

- Be informed of our duty of care to ensure that all persons are provided with a high level of equity and fairness in relation to grievances and complaints management and procedures. The grievance procedure for families ensures fair opportunity for all stakeholders to be heard and promotes effective conflict resolution within our Service.
- Attempt to discuss their grievances with the relevant Educator associated with a particular child and/or family.
- Communicate (preferably in writing) any concerns they may have.
- Raise any unresolved concerns with the Approved Provider or Nominated Supervisor.
- Maintain confidentiality at all times.
- If the parent does not feel the issue has been adequately resolved, they are encouraged to contact their local Regulatory Authority ([ACECQA: Contact your Regulatory Authority](#))

The Educators will:

- Listen to the family's view of what has happened.
- Clarify and confirm the grievance, documenting all the facts prior to the investigation.
- Encourage and support the family to seek a balanced understanding of the issue.
- Discuss possible resolutions available to the family. These would include external support options.
- Stimulate, encourage, and assist the family to determine a preferred way of solving the issue.
- Record the meeting, confirming the details with the family at the end of the meeting.
- Maintain confidentiality at all times.

If the grievance cannot be resolved, it is to be referred to the Nominated Supervisor who will investigate further:

- If appropriate, collect relevant written evidence. This evidence will be treated in strict confidence
- Ensure evidence is kept in a secure and confidential place.
- Involve the Approved Provider or Licensee in the conflict resolution if necessary.
- Should it be necessary to interview relevant people concerning the grievance, their involvement should be kept to the minimum necessary to establish the facts.
- They must also be made aware that the matter is to be kept confidential.

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Should the grievance be lodged against another person(s), these person(s) will be interviewed separately and impartially. Individuals must be given the opportunity to respond fully to the allegations and may have another person present, as a support person, if they wish. If after investigation, it is concluded that the grievance is substantiated:

- Both parties will be told of the decision and the reason for it.
- Immediate and appropriate steps will be taken to prevent the grievance from recurring.
- If after investigation, it is concluded that the grievance is not substantiated both parties will be told of the decision and the reason.
- The family will be informed that if they are not satisfied with any decision relating to the grievance procedure that they should consult with an external body for further advice such as the Department of Education and Communities.
- If the grievance is of a serious nature, the Nominated Supervisor is responsible to inform the Department of Education and Communities.

Evaluation

To ensure complaints and grievances are handled appropriately, the Nominated Supervisor will

- Evaluate each individual complaint and grievance as recorded in the Complaints and Grievance Register to assess that a satisfactory resolution that has been achieved.
- Review the effectiveness of the Service policy and procedures to ensure all complaints and grievances have been handled fairly and professionally.
- Consider Feedback from Staff, Educators and Families regarding the policy and procedure.

STATUTORY LEGISLATION & CONSIDERATIONS

- [Education and Care Services National Law Act 2010](#)
 - Section 174 Offence to fail to notify certain information to Regulatory Authority
 - Section 260 Functions of Regulatory Authority
 - Section 301 National regulations
- [Education and Care Services National Regulations 2011](#)
 - Regulation 168 Education and care service must have policies and procedures
 - Regulation 173 Prescribed information to be displayed
 - Regulation 176 Time to notify certain information to Regulatory Authority
- [National Quality Standards](#)
 - Standard 6.1 Supportive relationships with families
 - Standard 7.1 Governance

SOURCES

- [The Early Years Learning Framework](#)
- [My Time Our Place Framework](#)

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Links to Documents:	Parent Feedback Forms	

- [Victorian Early Years Learning and Development Framework](#)
- [ACECQA](#)
- [Care for Kids – Managing issues with your Child Care Service](#)

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6.07 Orientation of New Children & Families Policy

INTRODUCTION

Enrolment and orientation is an exciting and emotional time for children and families. It is important to manage this time with sensitivity and support, building partnerships between families and the Service. Such partnerships enable the Service and families to work toward the common goal of promoting consistent quality outcomes for individual children and the Service.

PURPOSE

Cubby OOSH aims to ensure children and families are provided with an orientation procedure that allows the family to transition into the Service positively and well informed, meeting the children and families' individual needs. We strive to establish respectful and supportive relationships between families and the Service to promote positive outcomes for children whilst adhering to legislative requirements.

SCOPE

Orientation is an important process for children, families and Educators to gain vital information about the individual child's needs and interests. To enable children to feel safe and secure, and to set the foundations for a trusting partnership, we feel that it is necessary for the family to attend an orientation visit. This visit assists the child to adjust to a new setting and helps to make the transition from home to the Service stress-free.

IMPLEMENTATION

On acceptance of a place, parents/guardians:

- Complete online enrolment forms and upload a copy of their child's immunisation records and birth certificate.
- Are given a link to download the Cubby OOSH Family Information Handbook
- The NS calls and introduces themselves and welcomes the family to Cubby OOSH.
- An orientation letter is sent to the families from the enrolment officer 3 weeks before the family commencing care.
- At this time, the daily program and routine will be discussed, as well as routines and any special requirements for the child that may need to be accommodated. Families are encouraged to send any special comfort items (teddy etc.) to help the child in the initial settling in period.
- All Areas covered include:
 - Introduction to the Centre.
 - Centre Philosophy and Goals (Family Atmosphere)
 - Management structure including family input.
 - Expected hours of care and late collection procedures.
 - Fee payment.
 - Family Information Area (including policy and grievance form access).
 - Expectations of family – importance of Kangaroo time signing in and out.
 - Benefits of family involvement.

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– Health issues including “Sickness Exclusion & Medication Policies.”

- Emergency Procedures.
- Communication and Feedback on Program via Portfolios and suggestion boxes.
- Discuss the centre's open-door policy for families.
- NB: Any special needs or information about the child (e.g. Allergies, Court Orders, and Procedures in case of emergency)
- Child’s special likes and dislikes, fears, ways of settling
- Special needs, health issues or allergies.
- Parents made aware they are permitted to stay as long as they wish to.
- Part of this orientation visit is also to explain/collect the required documentation for the child (, birth certificate, immunisation status/record). Centre director will also explain fee payment through direct debit and communication, (newsletters, emails, daily journals, etc.), what the child will need, the importance of labelling personal items and also shown the parent library where they can access the centre policies and other resources.
- Families will be kept informed about how their child is settling in on the collection and are welcome to discuss any aspects with the educators/staff/director at a convenient time.
- Team members are to be welcoming to all families during the orientation process, introducing themselves and acknowledging the child.

Management Will Ensure

- The orientation process is well organised, flexible, and informative.
- The child and family visit the Service and familiarise themselves with the environment. The child may participate in the activities and experiences if they feel comfortable.
- The family and child/children are introduced to the Educators in the room.
- To create a welcoming environment and interact positively with the child and family.
- The child and family are respected at all times, acknowledging the individuality of each parenting style.
- Families are encouraged to ring, email, or visit the Service as often as they like when their child has commenced care.
- Support agencies are contacted for children with additional needs.
- Families know how to provide feedback.

Educators Will:

- Greet children and families upon arrival.
- Discuss with families the best transition process for the child.
- Encourage families to say good-bye to the child when dropping off.
- Phone families if the child remains distressed.
- Seek information about the child and family throughout the orientation process.
- Create a welcoming and inviting environment.

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STATUTORY LEGISLATION & CONSIDERATIONS

- [Education and Care Services National Law Act 2010](#)
- [Education and Care Services National Regulations](#)
 - Regulation 160 Child enrolment records to be kept by approved provider and family day care educator
 - Regulation 161 Authorisations to be kept in enrolment record
 - Regulation 162 Health information to be kept in enrolment record
 - Regulation 177 Prescribed enrolment and other documents to be kept by approved provider
 - Regulation 181 Confidentiality of records kept by approved provider
 - Regulation 183 Storage of records and other documents
- [National Quality Standards](#)
 - Standard 5.1 Relationships between Educators and Children
 - Standard 6.1 Supportive relationships with families
 - Standard 7.1 Governance

SOURCES

- [The Early Years Learning Framework](#)
- [My Time Our Place Framework](#)
- [Victorian Early Years Learning and Development Framework](#)
- [ACECQA](#)
- Fu, Stremmel & Hill (2002) "[Teaching & Learning: Collaborative Exploration of the Reggio Emilia Approach](#)"
- ACECQA, We Hear You Blog - [Responsive, respectful relationships](#)

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6.08 Transitions and Routines Policy

INTRODUCTION

Transitions are described as a movement or change from one concept/position/state/scene to another. Transitions within Education can be detailed as:

- Transition between home and the Education setting
- Transition between School and the Education setting
- Transitions required for Centre events and Excursions
- Transition from the Education Setting into School

Routines within an Education setting outline a flexible structure of the Operations of the day, ensuring the routine meets legislative requirements, whilst also be attuned to the needs and requirements of Children.

PURPOSE

- Support families across all transitions, enabling the best start to new experiences and environments for children.
- Ensure movement between rooms and multi-level buildings are safe and appropriate
- Implement flexible routines across all rooms to support the structure of all operating times of the service.

SCOPE

Transitions can also be an emotional and anxious experience for both Children and their families. Research indicates that experiencing a positive transition to school will benefit children's success at school in the long term. It is therefore important that the transition process is balanced and responsive to the child's individual needs. Cubby OOSH aims to provide families with the guidance to make transitions a positive experience. Cubby OOSH also aims to provide routines that combine structure, vast and stimulating learning opportunity whilst being flexible to avoid as much uninterrupted play for children as possible.

IMPLEMENTATION

Transition between home and the Education setting

- Children and families will be welcomed into the centre by every team member that is present within the room. Either by a smile or verbal recognition.
- Approach the parent and gather information on the child and if there is anything that can be followed through at the centre.

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- Team members to be aware of the importance of positive relationships between family, child and educators and how that supports children and families emotional needs and help them build a sense of security and feeling safe in the environment.
- Team members will discuss with colleagues, families that every child is different and will need different settling techniques so that all team members are aware of the correct procedure for that family.
- When a child is finding it hard to settle during the transition to the room, discuss different strategies with the families. Understanding that comfort items and rituals that are used at home that can also be used in the centre environment. Having a comfort item allows the child to feel safe and reaffirm their sense of belonging.

Transitions required for Centre events and Excursions

- All Educators to ensure they have read the Excursion and Centre Events Policy, and understand their obligations to complete prior to an Excursion and Centre Event taking place. (*Refer to 6.09 Excursion Policy and 6.10 Centre Events Policy*)
- Head Count record must be complete every 30 minutes throughout the day, and continued through Centre Events and Excursions. Additional head counts are required once children have moved from different rooms, down stairs etc, and must be documented when the additional head counts are complete.
- When moving children to different rooms for Centre Events, ensure this is organised in a way that is effective and safe for all children. Ensure to remind children to walk to these locations and remain calm.
- When moving children to different areas, its imperative to ensure the space allows for Children to be included. This is inclusive of the furniture/resources within the space, ensuring this is not a barrier for children, and movement of furniture is complete if needed.
- When moving children between rooms, the use of the rope may be required. This is up to the discretion of the room leader, with considerations of: Age of children, number of Children etc.
- If movement of children during an excursion involves surrounding a road, carpark etc, ensure Discussions are held with the children on road and carpark safety.

Transition from the OOSH Setting into School

- Discussed with the children about school and encouraging them to ask questions or voice their concerns.
- Read stories about School.
- Participate in local school activities such as fetes, open days, end of year concerts or special events.
- Support children to develop their self-help skills.
- Incorporate school-based activities as part of the educational program.

NOTE: Not all children are ready to begin school at the age of five. Some children benefit greatly from the extra year of maturity before they start school and it can help them if they start a bit later. Families are encouraged to talk to their child's educators in relation to whether their child is ready for the transition to school, however by law, all children must be enrolled in school by the time they turn six.

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- **ACT** - Children must be four years of age on or before 30 April to enrol in the preschool program, and. Children who are enrolling in an ACT public primary school for the first time at Kindergarten must be five years of age on or before 30 April of the current year.
- **NSW** - A child can be enrolled in kindergarten at the beginning of the school year if they turn 5 on or before 31 July of that year. They must be enrolled by their sixth birthday.
- **QLD** - Prep eligibility for children is from the beginning of the school year in which they will reach the age of 5 years by 30 June.
- **VIC** – To attend a government school in Victoria, your child must be five years old by 30 April of the year they start school.

Routines

- Routines are important as they enable Educators to facilitate:
- Meeting each child’s individual needs, thus routines for individual children will be flexible and change with the child’s development. Educators will communicate with Parents to get information about the child’s needs and to help maintain continuity between home and care.
- One-to-one interactions which are valuable for Educators as they build relationships with individual children and their understanding of them.
- A smooth and free flowing day.
- The program, including routines, is organised in ways that maximise opportunities for each child's learning.
- opportunities.

STATUTORY LEGISLATION & CONSIDERATIONS

- [Education and Care Services National Law Act 2010](#)
 - Section 168 Offence relating to required programs
 - Section 323 Approved learning framework
- [Education and Care Services National Regulations](#)
 - Regulation 73 Educational program
 - Regulation 76 Information about educational program to be given to parents
 - Regulation 254 Declared approved Learning Framework
- [National Quality Standards](#)
 - Standard 1.1 Program
 - Standard 1.2 Practise
 - Standard 1.3 Assessment and Planning
 - Standard 6.1 Supportive relationships with families
 - Standards 6.2 Collaborative partnerships

SOURCES

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Links to Policies:	4.01, 5.01, 6.02, 6.03, 6.04, 6.05, 6.06	
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- [The Early Years Learning Framework](#)
- [My Time Our Place Framework](#)
- [Victorian Early Years Learning and Development Framework](#)
- [ACECQA](#)
- [Australian Primary Principals Association - Your child's first year at school: getting off to a good start](#)
- [Kids Spot: Back to School](#)
- [Understanding transitions within early childhood care and education settings: the perspectives of professionals](#)
- [Transition: A positive start to school](#)
- [ACECQA: Transition to school](#)

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6.09 Excursion Policy

INTRODUCTION

Excursions are defined as a short trip or journey. Within an Education service, Excursions enhance children’s learning by providing them the opportunity to participate in curriculum planned activities and experiences to extend on their skills and knowledge in the current interest topic. Our Service recognises that excursions provide opportunities for children to explore the wider community as a group and extend on the educational program provided.

PURPOSE

Cubby OOSH endorses services to embark into the community to enhance the program and exceed relationships with varied stakeholders, producing a high-quality Educational Program for all children within our care.

SCOPE

Excursions will be conducted with the children’s safety and wellbeing in mind at all times. We will regularly schedule centre events and visitors to our Service, however, if we feel an excursion will benefit the children we will adhere to the National Law and Regulations and Service policies and procedures.

IMPLEMENTATION

Excursion Risk Assessment

- Management must conduct a risk assessment which reflects national regulation 101 before an authorisation is required under regulation 102 to determine the safety and appropriateness of the excursion/centre events.
- The Service will use an Excursion/centre events Risk Assessment
- The Nominated Supervisor or the Responsible Person will notify families about the excursion using an Authorisation for Excursion Letter
- Families have a right to view the risk assessment prior to the excursion/centre events upon request in which the Service must comply with ensuring all information is available.
- A risk assessment must;
 1. Identify and assess risks that the excursion/centre events may pose to the safety, health and wellbeing of any child being taken on the excursion
 2. Specify how the identified risks will be managed and minimised
 3. Consider the proposed route and destination for the excursion and any water hazards
 4. Reflect on any risks associated with water-based activities
 5. Contemplate the transport to and from the proposed destination for the excursion
 6. Consider the ratio of adults to children involved in the excursion
 7. Consider the risks posed by the excursion/centre events, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialised skills re required (for example: life-saving skills)
 8. Consider the planned activities
 9. Determine the duration of the excursion
 10. Consider items that should be taken on the excursion (mobile phone, emergency contacts, first aid kit, emergency medication, medical plans etc)

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Parent Authorisation

- The Nominated Supervisor must ensure that a child is not taken outside the Service premises on an excursion unless written authorisation has been provided
- The authorisation must be given by a parent or other authorised person named in the child's enrolment record. The authorisation form must state;
 1. The child's name
 2. The reason the child is to be taken outside the premises;
 3. The date the child is to be taken on the excursion (unless the authorisation is for a regular outing);
 4. A description of the proposed destination for the excursion;
 5. The method of transport to be used for the excursion;
 6. The proposed activities to be undertaken by the child during the excursion;
 7. The period the child will be away from the premises;
 8. The anticipated number of children likely to be attending the excursion;
 9. The anticipated ratio of educators attending the excursion to the anticipated number of children attending the excursion
 10. The anticipated number of staff members and any other adults who will accompany and supervise the children on the excursion;
 11. That a risk assessment has been prepared and is available at the Service.
- If the excursion is a regular outing, the authorisation is only required to be obtained once in a 12-month period.

Transportation for Excursion

It is a requirement of the National Regulation that the means of transport is stated on the risk assessment record and parent authorisation record.

The means of transport may mean:

1. Bus
 - Management must ensure that the seating capacity as displayed on the compliance registration is not surpassed. All children must sit on seats, preferably with, or close to, an adult. Seat belt guidelines must be followed depending on the bus. If the bus has seat belts, they must be worn at all times
2. Train
 - The Nominated Supervisor or the Responsible Person will be required to contact the local station prior to the excursion to inform them of the time you will be travelling, the destination and the number of children and adults who will be travelling.
 - Provisions should be made to ensure children have ample time to board the train safely and in an unhurried way. This will allow the station to inform the train guard so that they can hold the train for the period of time for safe boarding and descending. All children should be seated at all times, with an adult close by. All children should be seated in the one carriage, if possible.
3. Car
 - Any motor vehicle that is used to transport children on an excursion (other than a motor vehicle seating more than nine persons) must be fitted with child restraints and/or seatbelts that are appropriate for the age and weight of each child, that conform to the Australian Standards, and are professionally installed or checked by an authorised restraint fitter.

First Aid Requirements

- At least one educator attending the excursion must have approved First Aid qualifications, as well as asthma and anaphylaxis training.
- A suitably equipped and well stocked First Aid Kit should be taken on all excursions along with any other children's allergy or asthma medication.

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Supervision

The ratios below are given as a minimal requirement, and the use of additional adults should be sought if the Approved Provider/Nominated Supervisor feels it is necessary.

Adult-child ratios are to be:

State Specific	Educator to Child Ratio: Children over Preschool Age	Educator to Child Ratio: Children over Preschool Age on Excursion	Educator to Child Ratio: Children over Preschool Age walking Excursion	Educator to Child Ratio: Children over Preschool Age – Water Excursion
NSW	1:15	1:10	1:8	1:5

Note: A Responsible Person always needs to be with the Children during the excursion and back at the Service.

- A list of children attending the excursion is to be taken on the excursion and checked periodically during the time out of the Service. An iPad or the responsible persons mobile with QK Kiosk and the Cubby OOSH app installed must be taken to have access to child files and children’s emergency contact numbers.
- The centre encourages families to participate and come along on excursions where possible. Accompanying adults will be assigned specific children to their care (if consented). Expectations of adults and objectives for children should be explained clearly to all adults attending, prior to leaving the centre. Ultimately it is the Approved Provider/Nominated Supervisor who is responsible for the care of all children. Accompanying adults who are not members of staff should not be left unsupervised with the children. A member of staff must always remain with the children.
- When Inclusion Support children are taken on an excursion, additional adults should be included in the ratios, dependent upon the additional needs of the child, to ensure the child’s safety, and that they benefit from the excursion. The Inclusion Support coordinator of the Inclusion Support Unit should be contacted to discuss the requirements of extra Educators for the excursion and the availability of such Educators.

Insurance

- Management must review their insurance policy prior to the excursion/incursion to ensure liability is protected by the Service.

STATUTORY LEGISLATION & CONSIDERATIONS

- [Education and Care Services National Law Act 2010](#)
 - Section 167 Offence relating to protection of children from harm and hazards
- [Education and Care Services National Regulations 2018](#)
 - Regulation 99 Children leaving the education and care service premises
 - Regulation 100 Risk assessment must be conducted before excursion
 - Regulation 101 Conduct of risk assessment for excursion
 - Regulation 102 Authorisation for excursions
 - Regulation 168 Policies and Procedures are required
- [National Quality Standards](#)
 - [Standard 2.2 Safety](#)
 - [Standard 6.1 Supportive relationships with families](#)
 - [Standard 6.2 Collaborative partnerships](#)

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Links to Documents:	Parent Feedback Forms	

- [Road Transport Regulation 1999](#)
- [Children and Young Persons \(Care and Protection\) Act 1998](#)

SOURCES

- [The Early Years Learning Framework](#)
- [My Time Our Place Framework](#)
- [Victorian Early Years Learning and Development Framework](#)
- [ACECQA](#)
- [ACECQA - Risk Management Plan for Excursions Link](#)
- [Roads and Maritime Services](#)
- The Business of Childcare, Karen Kearns 2004

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6.10 Centre Events Policy

INTRODUCTION

As the Africa proverb states “It takes a village to raise a child”. A child’s path and journey through life, is aided through the support of the surrounding community, in which all impact and help to shape a child’s life. In Early Education, it is important to involve the community within the service’s curriculum, and by doing so, inviting community representatives into the service for exposure to children on the world in which we live in.

PURPOSE

Cubby OOSH aims to provide children and families opportunities to engage with community events and come together to celebrate important celebrations. In doing so, Cubby OOSH aim to ensure that during these times all children are adequately supervised throughout the duration of the events proposed at the service.

SCOPE

- Network with the community as outlined in the standards under Quality Area 6: Collaborative partnerships with families and the communities.
- Invite families, stakeholders and the community into the service.
- Ensure when any centre event takes place, there are safety measures in place to ensure the wellbeing of all children within the service.
- Ensure a collaborative approach when organising centre events, ensuring this is meeting child/ren’s interest, culture, future developments, encompassing positive outcomes.

IMPLEMENTATION

Prior to event

1. Provide parents and families with a minimum of 2 weeks’ notice to upcoming centre events. Events should be notified on the monthly calendar and made available to families on the KC App as well as on the community notice board.
2. Set and RSVP date for a minimum of 1 week prior to the event to gauge the number of attendees that can be expected.
3. Complete the Centre Events Risk Assessment
4. Review the roster and consider shift times in accordance to event times. If needed (depending on number of attendees expected) ensure you have booked additional casual educators to assist in maintaining supervision across the service.

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5. Set duties for all team members attending the event and ensure everyone is aware of their role throughout.

On the day of the event

1. Review the Centre Events Risk Assessment to ensure all risk items are considered and catered for.
2. Ensure all rostered team members for the day are present. If someone is absent, book a casual educator to replace them.
3. Revisit team duties and responsibilities. This will be different for each event, but general duties should include;
 - Supervision as per the centre’s supervision plan. These educators are to stay in their designated area and if leaving should another educators prior and ensure they have someone to take their place
 - Food Safety – These educators are to monitor the food to ensure it remains within the food safety guidelines and that all food scrapes are disposed of. Educators with this responsibility must also ensure there are no children consuming food unsupervised
 - Welcoming/recording visitors to the centre – these educators should be welcoming families to the service and recording which families are present. A list of children who do not have family members present must remain with a team member at all times to maintain close supervision of these children and help them to enjoy the event.
 - Farewelling – as the event draws to a close, these educators should be monitoring which children are leaving and ensure these children are signed out of the service to maintain an accurate representation of children present within the service and as such ratio requirements. Throughout this process, it may be necessary to request team members to stay until child numbers are meeting ratio. Likewise, if child numbers reduce rapidly, this can be used as an opportunity to send casual team members home.
 - Clean up – this is everyone’s responsibility. This should be done throughout the event to ensure the environment is kept clean, safe and presentable.

After the event

- Review the Risk Assessment to ensure all potential risks were identified on the plan. Make not of these and modify the Risk Assessment Plan.
- Discuss the event at the next team meeting to identify possible areas for improvement as well as achievements.
- Critical reflection after events is key in determining future success. Documentation of these reflection is important, and all Educators to play a role in providing feedback.
- Post a thank you on the KC App asking parents for feedback and suggestions for future events

STATUTORY LEGISLATION & CONSIDERATIONS

- [Education and Care Services National Law Act 2010](#)
 - Section 167 Offence relating to protection of children from harm and hazards
- [Education and Care Services National Regulations 2018](#)
 - Regulation 99 Children leaving the education and care service premises
 - Regulation 100 Risk assessment must be conducted before excursion
 - Regulation 101 Conduct of risk assessment for excursion
 - Regulation 102 Authorisation for excursions

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- [National Quality Standards](#)
 - Standard 2.2 Safety
 - Standard 6.1 Supportive relationships with families
 - Standard 6.2 Collaborative partnerships
- [Children and Young Persons \(Care and Protection\) Act 1998](#)

SOURCES

- [The Early Years Learning Framework](#)
- [My Time Our Place Framework](#)
- [Victorian Early Years Learning and Development Framework](#)
- [ACECQA](#)

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