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INDIVIDUAL PROCEDURES INCLUDED:	<ul style="list-style-type: none"> 7.1 Child Interactions 7.2 Relationships in Groups 7.3 Curriculum and Programming 7.4 Observation and Documentation 7.5 Reflection 7.6 Physical Activity 7.7 Transition to School 7.8 Promoting Behavioural Guidance 7.9 Responding to Biting 7.10 Managing Bullying 7.11 Excursions 7.12 Transportation Procedure 7.13 Sustainability Practice 7.14 Children with Additional Needs 7.15 Equal Opportunity 7.16 Cultural Competence 7.17 Celebrations 7.18 Technology and Media 7.19 Photographs 7.20 Animals and Pets
OTHER DOCUMENTS/ LEGISLATION TO BE REFERENCED:	<ul style="list-style-type: none"> • Collaborative Partnerships Policy • Curriculum Development Policy • Interaction with Children Policy • Inclusion Policy

7.1 Child Interactions

Purpose

‘Educators’ practices and the relationships they form with children and families have a significant effect on children’s involvement and success in learning” (Early Years Learning Framework, pg. 9).

St Nicholas educators aim to build children’s confidence as capable, involved learners through meaningful, positive, and respectful interactions. We acknowledge that meaningful interactions are fundamental to building a secure and respectful relationship with each child, which aids in developing a child’s sense of belonging and wellbeing in the St Nicholas environment.

Children at St Nicholas will experience relationships that are built on respect, fairness, cooperation and empathy and will be given opportunity to develop these qualities themselves. When children have positive experiences of interactions, they develop an understanding of themselves as significant and respected and feel a sense of belonging.

Step by Step

To develop secure and respectful relationships with all children, St Nicholas educators will:

- Acknowledge that interactions with children are central to everything we do and that positive, sensitive interactions form the basis of our relationships with the children.
- Be positive role models for children at all times in regard to showing care, empathy and respect for all.
- Be responsive to children’s knowledge, ideas, culture, identities, and interests through discussions, asking or responding to questions and making observations.
- Be responsive to children’s requests for assistance, with thought given to each child’s level of ability.
- Encourage children to express their ideas, thoughts, and observations. Educators will use various documentation methods to capture and represent some of these, so that children can see their ideas are valued.
- Respond to children’s communication in a just and consistent manner.
- Support children’s efforts, assisting and encouraging as appropriate.
- Support children’s expressions of their thoughts and feelings.
- Provide children with many opportunities to participate in decision-making, provide opinions and ideas about the routine, areas of the program and experiences offered.
- Listen to children and use listening as a basis for interactions. Educator’s use listening as a tool to support children’s ideas and confidence.
- Reflect upon their interactions with children and use these reflections to increase their knowledge and understanding of each child.
- Take a positive approach to guiding children’s behaviour that demonstrates respect and understanding of the individual child, with the aim to encourage children to ultimately be able to regulate their own behaviour.

St Nicholas	Name of policy: Curriculum Development Procedures	Page 2
Issue	Review Date: September 2022	Document Owner: SN Executive Manager-QA

- Role model appropriate conflict resolution and negotiation strategies to assist children to develop their own abilities to solve disagreements.
- Document interactions with children as a means to make their learning and understanding visible to families, and to show the value Educators place on quality interactions.
- Give consideration to the child’s cultural and family values in all interactions, ensuring that family and cultural values are respected.
- Use key words in a child’s home language to support their feelings of belonging and security in the St Nicholas environment.
- Use verbal and non-verbal communication to support children of all abilities.

St Nicholas	Name of policy: Curriculum Development Procedures	Page 3
Issue	Review Date: September 2022	Document Owner: SN Executive Manager-QA

7.2 Relationships in groups

Purpose

St Nicholas recognises that interactions in OOSH and early years education and care settings are inclusive of groups. The opportunity to develop social skills with guidance from family is extended when a child enters a group care setting.

Step by Step

At St Nicholas we will

- Group children according to age and developmental needs. Educators will be considerate to the individual child's strengths, needs, interests and culture in planning for group programs.
- Incorporate learning experiences appropriate to the individual needs of each child.
- Respect and encourage children's opinions and incorporate their ideas into an emergent and integrated curriculum.
- Provide for each child opportunities to participate in small and large group activities that provide enriched learning opportunities.
- Facilitate authentic social interactions that promote the concept of Belonging.

St Nicholas	Name of policy: Curriculum Development Procedures	Page 4
Issue	Review Date: September 2022	Document Owner: SN Executive Manager-QA

7.3 Curriculum and Programming

Purpose

St Nicholas Early Education will provide a curriculum and educational program that is centered on play-based learning, influencing children’s social, emotional, cognitive, and physical development. It is the aim of St Nicholas to provide an integrated curriculum that promotes holistic practices which are developmentally appropriate, and supportive of children’s different learning capabilities and styles. Through play, children at St. Nicholas will develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching, and investigating with regard to themselves and their world.

St Nicholas OOSH will provide an educational program that supports learning through play, leisure and relaxation. The educational program will include all spontaneous and planned experiences based on the developmental needs, interests and experiences of each child. Children at St Nicholas OOSH are viewed as active participants in the development of the program and are provided with opportunities to document their own learning. Through play experiences, children will be supported further develop their social and emotional wellbeing, whilst engaging in active learning and leisure.

Across St Nicholas services:

- Children will experience a program that incorporates elements of Reggio Emilia, which recognises the importance of a child-initiated program enhanced by the partnership between Parents, Educators, children, community, and the learning environment.
- Children learn and acquire knowledge when experiences are meaningful; based on their strengths, interests and rights and arise from their thoughts and ideas.
- Children are co-constructors of their learning as they actively engage in hands-on concrete experiences, manipulation, investigation, and exploration of their immediate environment.
- Children will be viewed as active, strong, confident, and competent individuals full of intelligence and capable of having their own ideas and opinions and making independent learning choices.

The curriculum will reflect the principles, practices, and outcomes of the Early Years Learning Framework (EYLF) for Australia and the My Time Our Place (MTO) Framework, acknowledging that each child will have a strong sense of identity, will be connected with and contribute to his/her world, will have a strong sense of wellbeing, and will be a confident learner and an effective communicator. Information regarding planning of the curriculum and program for individuals’ abilities will be the result of close observations, assessments and reflections, which in turn increase children’s dispositions for motivated learning in meaningful experiences. Inclusive curriculum practices will be implemented which create continuity between home and care settings, thereby fostering a sense of belonging for individual children and families, enriching the St Nicholas community as a whole.

St Nicholas	Name of policy: Curriculum Development Procedures	Page 5
Issue	Review Date: September 2022	Document Owner: SN Executive Manager-QA

Step by Step

St Nicholas Educators will:

- Be responsive to children’s strengths, interests, abilities and learning capabilities and styles
- Provide child-initiated and teacher framed experiences which are flexible, hands on, stimulating, meaningful and encompass freedom of choice and encouragement of problem solving
- Provide a learning environment that is aesthetically pleasing, stimulating to the senses, prompting curiosity and wonder
- Provide opportunities to heighten children’s dispositions for learning and sense of agency
- Ensure the curriculum and program reflect the social and cultural contexts of children, families and communities through the sharing of cultures, ideas, knowledge, strengths and differences – exploring cultural competence
- Ensure the curriculum and program is guided by the St Nicholas Philosophy and each centre specific philosophy.
- Provide developmentally appropriate resources to challenge and extend children’s strengths, needs and interests
- Ensure the curriculum and program are supportive of each child’s physical, cognitive, social and emotional needs – being holistic in nature
- Support children’s learning through intentional teaching techniques such as demonstrating, modelling, open questioning, explaining, and scaffolding
- Engage in reflective practice using philosophies, knowledge of child development, theoretical frameworks, experiences, and context to support decision making about children’s learning
- Work in partnership with children and families to create a curriculum that provides meaningful learning experiences where children’s opinions and ideas are respected and incorporated
- Be supported and mentored by the appointed educational leader.

St Nicholas	Name of policy: Curriculum Development Procedures	Page 6
Issue	Review Date: September 2022	Document Owner: SN Executive Manager-QA

7.4 Observation and documentation

Purpose

At St Nicholas, we use observations of children to capture an event or behaviour that relates to a child's experience and learning. We use observations to provide opportunity to evaluate and extend the child's experience as an individual or in a group. Individual observations are not required in OOSH services; however, the educational program must reflect the interests, needs, ideas and abilities of all children. Floor books are utilised to capture group learning and highlight the how and why behind all planned experiences on the program.

Step by Step

Observations can be:

- Recorded through jottings, learning stories, examples of children's work i.e. art work or drawings, project work/webs, floor book entries, photos and individual child portfolios/profiles
- Either a short commentary or a running anecdote over a period of time inclusive of one or more participants
- A record that can encompass the whole circumstance including lead up events and outcome
- Used to recognise the whole child and record his/her development for the purpose of monitoring progress, understanding the level of the child's interests, his/her needs and relating the child's daily events whilst in care
- An informal discussion between colleagues, children and families. Children are provided with opportunities to contribute to the observations of the events in their environment through access to writing, drawing implements and the camera.

Documentation

- St Nicholas Educators use the terminology provided in the Learning Framework as a guide to identify outcomes, develop learning analysis and provision for extending children's learning
- A variety of documentation styles are used to capture a picture of the whole child as he/she participates in a learning experience. This documentation is used as part of a child's assessment of their learning journey
- Children's documentation is accessible for Parents to view at any time. Optimum development of every child is reached through open and inclusive interaction of all major stakeholders within the child's domain

St Nicholas	Name of policy: Curriculum Development Procedures	Page 7
Issue	Review Date: September 2022	Document Owner: SN Executive Manager-QA

7.5 Critical Reflection

Purpose

Critical reflection is a process which involves close examination of all aspects of events and experiences from different perspectives. It is used to enhance our professional practice, strengthen educational programs, identify areas for improvement, and inform all decision making across our services.

Step by Step

- Involves these steps:
 1. Identifying an issue, area for improvement or striving for exceeding practices
 2. Identify any barriers for improvement
 3. Undertake research based on current theories, perspectives and practices relating to area for improvement
 4. Seek all relevant stakeholders' viewpoints (such as, staff, children, families, community, management and other professionals)
 5. Consider possible solutions and strategies for change
 6. Take action and implement solutions
 7. Reflect on actions after implementation
- Consider how to spend extended periods engaged in interactions with children that comprise communication and listening.
- Requires the Educators to have an insight into children's interests, level of interaction and an ability to observe, record and analyse.
- Identifies the developmental outcomes for children as individuals and as a group. Planning from critical reflection leads to extension, completion or introduction of new ideas and activities.
- Requires time and commitment dedicated for planning.
- Annual review of planning and documentation occurs on various levels, from team meetings to senior management and also encompass children and parent input regularly.
- Critical reflection is a process of continuous engagement and is a tool for personal and professional growth.
- Critical reflection can take place in many different forms. This may include:
 - Informal daily conversations between staff, families and children
 - Leadership Team meetings
 - During Staff Meetings and documented Staff Meeting Minutes
 - Scrapbooks or journals (both individual or in group/teams)
 - Use of reflective questioning to guide critical reflection
 - Involving children in decision making through implementation of a Children's Council or Yarning Circle
 - Through the Floor book

St Nicholas	Name of policy: Curriculum Development Procedures	Page 8
Issue	Review Date: September 2022	Document Owner: SN Executive Manager-QA

- Data collected from Parent/Family feedback forms
- Critical reflection based on current research and inquiry

St Nicholas	Name of policy: Curriculum Development Procedures	Page 9
Issue	Review Date: September 2022	Document Owner: SN Executive Manager-QA

7.6 Physical Activity

Purpose

St Nicholas will promote children's physical activity and the development of their gross motor and fundamental movement skills through a range of planned and spontaneous physically active play experiences. We will adopt recommendations made the by the Australian Government Department of Health and Ageing in promoting children's physical activity.

St Nicholas Educators recognise the importance of supporting families to promote their children's physical activity by:

- promoting children's participation in a range of safe, physically active learning experiences
- providing a positive physically active environment which reflects culture and family values
- limiting time spent in sedentary behaviours whilst at St Nicholas
- Encouraging communication with families about physical activity, gross motor skills, fundamental movement skills development and limiting sedentary behaviour.

Step by Step

Guidelines for Physical Activity

- Provide the opportunity for children to be active every day through a balance of planned and spontaneous physically active learning experiences (including everyday physical tasks), in the indoor and outdoor environments.
- Plan intentional Fundamental Movement Skills (FMS) experiences to support children's physical activity and their FMS development. This includes the planning of FMS experiences for children that consists of a warm-up, FMS game and a cool-down.
- Ensure physically active experiences are play based, varied, creative, developmentally appropriate and cater to a range of abilities and interests.
- Ensure all physically active experiences are safe by providing an appropriate environment, ensuring all equipment is developmentally appropriate and well maintained and supervision is constant.
- Provide opportunities for developmentally appropriate risky play in order to promote children's confidence and independent exploration in a considered and safe environment.
- Provide the space, time and resources for children to revisit and practice movement skills and engage in active play.
- Where practical, educators will involve children in the planning of physically active experiences.
- Encourage children and educators to drink water before, during and after physically active experiences.
- Provide opportunities for educators to undertake regular professional development to maintain and enhance their knowledge about early childhood physical activity.

St Nicholas	Name of policy: Curriculum Development Procedures	Page 10
Issue	Review Date: September 2022	Document Owner: SN Executive Manager-QA

- Offer inclusive physical activity opportunities which cater for children from culturally and linguistically diverse backgrounds and for those children with additional needs.
- Adopt a participatory approach to physically active experiences offered to children and emphasise fun and participation rather than competition.
- Encourage children to accept the different physical skills and abilities of other children.
- Encourage Educators to actively model appropriate physical activity behaviours and enjoyment of being physically active.
- Limit the amount of time children spend sitting and watching television and using electronic media (DVDs, computer, and other electronic games) to fewer than 30 minutes per day at St Nicholas Early Education Services, if at all.
- Ensure that children are not sedentary or kept inactive, for more than one hour at a time, with the exception of sleeping.
- Consideration is given to children attending OOSH services to participate in technology-based activities during vacation care or weather events for no longer than a two-hour period. This may include movie days, excursions to cinemas, or gaming days.
- Careful monitoring of children working on laptops or Ipads for homework purposes is required and is limited to a maximum of 45 minutes.
- In accordance with the national recommendations, monitor all sedentary behaviours that children may be engaging in at St Nicholas and encourage the promotion of physical activity as necessary.

St Nicholas	Name of policy: Curriculum Development Procedures	Page 11
Issue	Review Date: September 2022	Document Owner: SN Executive Manager-QA

7.7 Transition to School (Early Education)

Purpose

St Nicholas Early Education will provide a program that encourages a smooth transition to school for the child and Parents. We will work collaboratively with families to help facilitate each individual child's efficient and effective transition to formal schooling.

Step by Step

Our transition to school program will endeavor to:

- Provide opportunities to become familiar with the school routine and environment to help alleviate children's fears.
- Discuss all aspects of a school day with the children, using books, pictures, dramatic play etc.
- Prepare social stories depicting the school environment, classroom teachers and the basic routine of the kindergarten classroom to develop the children's understanding of what is expected of them at school.
- Expose children to early literacy experiences through a play based approach. Children are encouraged to participate in experiences which support letter and sound formations through art, drawing, construction, messy play, music and song.
- Provide opportunities for children to engage in small and large group experiences to develop listening and turn taking skills in preparation for being a member of a Kindergarten class.
- Encourage children to listen to and follow 2-3 step directions, through play based and routine experiences.
- Support children to develop appropriate negotiation and conflict resolution skills through role play, modelling phrases, discussions, etc.
- Provide opportunities for children to develop confidence in sharing their thoughts/ideas with teachers and peers, eg. news times, group discussions etc.
- Encourage independence and self-help skills, such as putting on shoes and socks and putting away lunch boxes (where applicable), throughout all play experiences and routine activities.
- Engage children in functional, play-based early literacy experiences to develop pre-reading and pre-writing abilities.
- Engage children in functional, play-based early numeracy experiences (concepts of size, weight, height, counting, patterning, etc.). Provide families with information about transition to school indicators and what they can do to support their child to be ready for school.
- Be available for meetings or discussions with families about their child's readiness for school.
- Hold a school transition information meeting for families, where a member of the school community will be invited to share the school's view on essential skills to begin school and how families can help their child to prepare for the transition.
- Liaise with school Learning Support Officer and classroom teachers, if needed, to ensure a smooth transition for children with additional needs.

St Nicholas	Name of policy: Curriculum Development Procedures	Page 12
Issue	Review Date: September 2022	Document Owner: SN Executive Manager-QA

- Support children in their growing autonomy and sense of agency through educators developing and building upon resilience of each individual child. Children who feel safe, supported and empowered will enter the school environment with confidence.

St Nicholas	Name of policy: Curriculum Development Procedures	Page 13
Issue	Review Date: September 2022	Document Owner: SN Executive Manager-QA

7.8 Promoting Behaviour Guidance

Purpose

St Nicholas will promote positive behavior guidance that will include cooperation between children, co-workers, families and appropriate Early Education resources. Our emphasis will be to develop in each child an awareness of socially acceptable behaviour, an awareness of safety for self and others and an awareness of the rights and needs of others.

Step by Step

At St Nicholas we will:

- Encourage children to express themselves and their opinions.
- Promote respectful and equitable relationships with and between children.
- Support and guide children in building and maintaining respectful and responsive relationships with children and educators.
- Guide children's behaviour by setting clear, consistent, age appropriate and fair limits of behaviour in the group. Give brief explanations so the child is aware of reasons for limits.
- Establish basic expectations and clear guidelines of acceptable behaviour through consultation with educators, parents/carers and children.
- Implement rules that encourage respect for the dignity and rights of each child considering age, ability and cultural values, and help create a caring environment based on safety, order, and cleanliness.
- Use positive and respectful language at all times.
- Redirect children in situations where behavioural issues are arising.
- Help to recognise children's feelings and encourage conflict resolution skills.
- Always intervene when concerned for other children's safety.
- Act professionally by being consistent and unbiased. Educators will be role models for the children.
- Have the opportunity to attend professional development training on behaviour guidance.
- Be supportive and comfort upset children.
- Provide activities and experiences so children have the knowledge and tools to be able to solve a problem.
- Use strategies, for example redirection and modelling, to assist children to develop problem solving, negotiation and conflict resolution skills.
- Acknowledge age-appropriate behaviour at St Nicholas.
- Notify parents/carers in the event their child has been injured by another child. Confidentiality will always be maintained. *See Confidentiality Policy.*
- If educators and management are concerned with aspects of a child's behaviour, they will ask for consent from parents/carers for intervention from other professionals.

St Nicholas	Name of policy: Curriculum Development Procedures	Page 14
Issue	Review Date: September 2022	Document Owner: SN Executive Manager-QA

7.9 Responding to Biting

Purpose

Biting in an early education or OOSH service is often upsetting and confronting to all involved. This procedure is to assist all involved and to reduce the stress to Educators, children and Parents. Our aim is to reduce the incidence of biting and also to be sensitive to all parties involved.

At St Nicholas we understand the causes for biting are commonly

- Experimental biting – infants putting everything in their mouths to explore their world
- Biting from frustration
- Biting because of feeling powerless
- Biting under stress
- Biting due to lack of language skills
- Biting may be a sensory need in older children also.

Step by Step

Procedure for reacting to a biting incident

- Say firmly in Early Education “Ouch! Biting hurts. We don’t bite our friends”.
- In OOSH, we may use phrasing such as “Stop. Biting is not okay.
- Encourage children to understand that you don’t think it’s funny or a game.
- Be aware of situations that children can’t cope with.
- Watch for situations where conflict may occur over sharing a particular toy.
- Where possible provide multiple of the same resources to avoid sharing conflicts, particularly for children under 3.
- Use phrases that express the child’s feelings eg. “You were very cross when Peter took your truck, but you must not bite him.”
- Remove the child from the situation that caused the biting and redirect behaviour.
- Be aware of children who have previously bitten and the situation that led to the bite.
- Encourage children through play and stories how to express their feelings appropriately.
- Model and demonstrate the correct language to be used to express feelings
- Provide positive attention every day to build self-esteem.

Procedure to follow when a child is bitten

- Educators are to remove the biter from the situation that has caused the bite.
- Another educator is to be called immediately to attend to the child who has been bitten
- First Aid is to be applied to the bite:
 - ALL bites are to be wiped with water to remove germs/bacteria (if the skin is NOT broken then the area is to be washed with soap and water)
 - Ice pack is to be applied to reduce swelling

St Nicholas	Name of policy: Curriculum Development Procedures	Page 15
Issue	Review Date: September 2022	Document Owner: SN Executive Manager-QA

- Educators attending to the child that bit will use the above strategies that are applicable to the situation.
- An Incident Form Report will be completed on mnResponse.
- The parents of the child bitten will be contacted immediately to notify them of the situation and what first aid was implemented. The Parents will be informed of the emotional state of the child and whether they need to pick their child up.
- The parents of the child who has bitten will also be contacted. Educators will discuss the incident with the parent/carer of the biter, maintaining confidentiality, and may provide information either verbal or written on how to prevent further bites.

Children who have bitten on several occasions:

For children who have bitten on more than one occasion the following procedure will be followed:

- One-on-one supervision will be provided for the child concerned where possible.
- Educators are to be with the child constantly throughout the day.
- Educators are to be aware of situations where they need to intervene and triggers that may lead to a bite.
- If triggers are not known and biting is more random, an educator is to be by the child's side at ALL times to prevent bites from occurring.
- Educators are to model and provide words for the child to express their anger/frustration in these incidences.
- Educators are to assess the child and start to ease off the one-on-one supervision, gradually as they feel the child is coping more with these situations.
- Parents will be asked to have a meeting with educators to discuss strategies in order to provide consistency between home and care.

Reference: *Centre Management and Director*
Karitane Child Health Internet Site
National Quality Framework 2013
Education and Care Services National Regulations 2014

St Nicholas	Name of policy: Curriculum Development Procedures	Page 16
Issue	Review Date: September 2022	Document Owner: SN Executive Manager-QA

7.10 Managing Bullying

Purpose

At St Nicholas we encourage children to interact effectively with others in a positive and cooperative manner in order to develop in each child an understanding and appreciation of other people's needs, rights and feelings.

We aim to help children engaging in bullying behavior to use more effective means of interacting and to teach children appropriate strategies to deal with this behaviour.

At St Nicholas

- Educators will use St Nicholas' Child Guidance and Behaviour Management Policy to develop self-control, self-esteem, and empathy amongst all children.
- Educators will respond to all incidences of bullying behaviour, working with all parties involved.
- Educators will work to develop a social culture of inclusion rather than exclusion. The centre environment will promote tolerance of differences. This will occur with resources, language and educators' practices.
- Educators will model appropriate behaviour and set appropriate parameter's
- Discussions with children will frequently occur on appropriate behaviour, appropriate ways to interact with peers, and strategies children can use if faced with bullying behaviour.
- Programmed experiences will foster empathy and equity for all and focus on developing each child's self-esteem.
- Educators will attend in-service training, where available, to update their knowledge and gain different strategies to implement.

Step by Step

When bullying occurs

- Children will be encouraged to tell an adult when another child hurts them, or makes them feel frightened, unsafe or uncomfortable.
- Children will always be listened to and their concerns acknowledged. They will have a chance to deal with the bullying behaviour with adult support.
- Children will be taught strategies to protect themselves:
 - Keep clear of children who bully
 - Know how to assertively, not aggressively, stand up for themselves and their rights
 - Tell a teacher (ask for help)
 - Conflict resolution strategies
 - Repair self-esteem and self-confidence.
- A joint parent-educators approach will be developed to help victims of bullying. Educators and parents will be kept informed of what is occurring in both the centre environment and the home

St Nicholas	Name of policy: Curriculum Development Procedures	Page 17
Issue	Review Date: September 2022	Document Owner: SN Executive Manager-QA

environment. Strategies will be developed to help the child, and the situation will be monitored. Referral to outside agencies will occur when necessary.

How we respond

- Educators will respond to bullying behaviour using St Nicholas' Child Behaviour Guidance Policy. Techniques to use will include redirection, discussion of actions, role modelling, empowering and offering choices.
- A joint parent-educators approach will be used to help the child displaying inappropriate behaviours. It is important that communication is positive and effective in terms of helping the child change his/her negative behaviour. Referral to outside agencies will occur when necessary. Strategies will be developed that help the child:
 - To develop empathy
 - Improve their self esteem
 - Gain appropriate control
 - Learn tolerance
 - Develop security in his/her own differences
 - Accept him/herself.
- When a child with a behavioural problem starts to affect the program and environment adversely, the matter should be discussed with the director/nominated Supervisor, taking into account why, when and how the incident occurred. A plan of action, involving behaviour modification techniques, should be developed and implemented. Seeking outside professional help is recommended.
- If the child is not responding to the plan of action, and inappropriate bullying behaviours are occurring frequently, educators will document incidents. A meeting will be held with the child's parents and the director/nominated supervisor, in order to discuss the issue, factors relating to why there may be a problem, and how the Educators and Parents could work together to solve the problem.
- If no solution can be found, then the following steps should be taken:
 - The Licensee to be informed and involved in discussions regarding the matter
 - The children's service advisor from DEC's to be contacted, and the matter discussed further
 - The recommendations of this meeting will be discussed confidentially between Licensee and director/nominated supervisor
 - Any decision to request that a child vacate the centre will be made by the Licensee and the director/supervisor, only after all the steps mentioned above have been completed (as per Request to Vacate Centre Position Policy).

Reference: *Managing Bullying in Child Care* by Anne Kennedy from <http://ncac.acecqa.gov.au/family-resources/factsheets/bullying.pdf> accessed 10-6-14.
National Quality Framework, 2013.
Education and Care Services National Regulations 2014

St Nicholas	Name of policy: Curriculum Development Procedures	Page 18
Issue	Review Date: September 2022	Document Owner: SN Executive Manager-QA

7.11 Excursion Procedure

Purpose

St Nicholas will follow the procedures for planning, identifying risk and communication when conducting excursions.

Step by Step

Planning

When planning an excursion, educators will:

- Assess the requirements for the excursion.
- Conduct a risk assessment.
- Book transport venues.
- Make alternative arrangements for adverse weather conditions.
- Inform families of the details of the excursion including destination, objectives and outcomes, and what the child should bring.
- Provide parents or legal guardians with an excursion permission form to authorise their child to participate on the excursion.
- Collect completed permission forms for each child attending the excursion.
- Request additional adult participation on the excursion where required.
- Arrange for a suitably equipped first aid kit (including EpiPen) and mobile phone to be taken on the excursion.
- Educators must make alternate arrangements for any children who are not attending the excursion and ensure that any dialogue or pre-planning for the excursion does not alienate such children from social networks.
- No child will be taken on an excursion unless written permission from Parents or Legal Guardian has been received.

Risk Assessment

The Director/Nominated Supervisor will:

- Ensure a risk assessment is conducted prior to any excursion to identify and assess the risk the excursion may pose to the safety, health and wellbeing of any child whilst on the excursion and will specify how St Nicholas will manage any risks identified.
- Appoint a supervisor to be in charge of the excursion.

The risk assessment conducted will consider:

- a) the proposed route and duration of the transportation; and

St Nicholas	Name of policy: Curriculum Development Procedures	Page 19
Issue	Review Date: September 2022	Document Owner: SN Executive Manager-QA

- b) the proposed pick-up location and destination; and
- c) the means of transport; and
- d) any requirements for seatbelts or safety restraints (as per the law of our jurisdiction); and
- e) any water hazards; and
- f) the number of adults and children involved in the transportation; and
- g) given the risks posed by transportation, the number of educators or other responsible adults to provide supervision and whether any adults with specialized skills are required;
- h) whether any items should be readily available during transportation (mobile phone, list of emergency contact numbers) and,
- i) the process for entering and exiting-
 - i. the education and care service premises; and
 - ii. the pick-up location or destination (as required); and
- j) procedures for embarking and disembarking the means of transport, including how each child is to be accounted for on embarking and disembarking.

NB: If the excursion is a regular occurrence a risk assessment will only be carried out once every year, provided the circumstances around the excursion have not changed in any way since the initial risk assessment was conducted.

Authorisation for Excursions

The Director/Nominated Supervisor will ensure that:

- For all excursions Parents or Legal Guardians will be given an excursion permission form with full details of the excursion, including:
 - (a) the child's name; and
 - (b) the reason the child is to be taken outside the premises; and
 - (c) if the authorisation is for a regular outing, a description of when the child is to be taken on the regular outings; and
 - (ca) if the authorisation is for an excursion that is not a regular outing, the date the child is to be taken on the excursion; and
 - (d) a description of the proposed destination for the excursion; and
 - (e) if the excursion involves transporting children—
 - (i) the means of transport; and
 - (ii) any requirements for seatbelts or safety restraints under a law of each jurisdiction in which the children are being transported; and
 - (f) the proposed activities to be undertaken by the child during the excursion; and

St Nicholas	Name of policy: Curriculum Development Procedures	Page 20
Issue	Review Date: September 2022	Document Owner: SN Executive Manager-QA

- (g) the period the child will be away from the premises; and
- (h) the anticipated number of children likely to be attending the excursion; and
- (i) the anticipated ratio of educators attending the excursion to the anticipated number of children attending the excursion; and
- (j) the anticipated number of staff members and any other adults who will accompany and supervise the children on the excursion; and
- (k) that a risk assessment has been prepared and is available at the service.

Transporting Children (see 7.12 Transportation Procedure OOSH)

Travel arrangements are made based on individual excursion requirements. Every reasonable precaution will be taken to protect children from harm and any hazard likely to cause injury.

The following forms of transport are used:

- Walking
 - Educators will ensure children obey road rules and crossroads at a crossing or lights where available.
 - Educators will remain vigilant to ensure no child runs ahead or lags behind the group.
- Public transport (trains, buses)
 - We will only use buses that are fitted with seat belts.

A risk assessment for the transportation of a child will be conducted and will include:

- Any identified risks that transporting the child may pose to the safety, health or wellbeing of the child.
- How the identified risks will be managed and minimised.
- The proposed route and duration of the transportation
- the proposed pick-up location and destination
- the means of transport
- any requirements for seatbelts or safety restraints under a law of each jurisdiction in which the children are being transported.
- any water hazards.
- the number of adults and children involved in the transportation.
- the number of educators or other responsible adults given the risks posed by the transportation.
- Any requirement for adults with specialised skills
- Any items that should be readily available during transportation, including a mobile phone and a list of emergency contact numbers for the children being transported
- the process for entering and exiting the centre premises.
- the pick-up location or destination (as required)
- procedures for embarking and disembarking the means of transport, including how each child is to be accounted for on embarking and disembarking.

Written authorisation will be obtained by parents/carers for each child before a child is transported.

St Nicholas	Name of policy: Curriculum Development Procedures	Page 21
Issue	Review Date: September 2022	Document Owner: SN Executive Manager-QA

from the centre. The written authorisation must state:

- The child's name.
- The reason the child is to be transported.
- If the authorisation is for regular transportation, a description of when the child is to be transported
- If the authorisation is not for regular transportation, the date the child is to be transported.
- A description of the proposed pick-up location and destination
- The means of transport and
- The period of time during which the child is to be transported.
- The anticipated number of children likely to be transported.
- The anticipated number of staff members and any other adults who will accompany and supervise the children during the transportation.
- Any requirements for seatbelts or safety restraints under a law of each jurisdiction in which the children are being transported.
- That a risk assessment has been prepared and is available at the education and care service
- That written policies and procedures for transporting children are available at the education and care service.

Supervision

Supervision on excursions will ensure the safety and wellbeing of all children for the duration of the excursion, taking into account ratios and all risks and hazards likely to be encountered.

The venue will be assessed as safe for all children and adults on the excursion and will be easily supervised and accessible.

Families and Volunteers

- Families will be encouraged to participate in excursions to assist in maintaining suitable adult: child ratios. If the parent needs to bring his/her child's sibling because they cannot find suitable care, the siblings must be included in ratios.
- If additional adults are required volunteers will be invited. Volunteers will be mature, responsible people who are aware of the hazards and responsibilities of taking a group of children out of St Nicholas.
- Family members/volunteers will not to be left in sole charge of children and must be supervised by an educator at all times.
- All volunteers'/family members' details will be entered into the appropriate educators' record for that day.
- Any volunteers over the age of 18 years and who are not an immediate family member of a child attending the excursion, must complete a volunteer Working with Children Check application. Verification will need to be supplied to the Director/Nominated Supervisor.

St Nicholas	Name of policy: Curriculum Development Procedures	Page 22
Issue	Review Date: September 2022	Document Owner: SN Executive Manager-QA

Water Hazards

No excursions will be conducted to a swimming pool or other water related activity.

Where there are significant water hazards (such as rivers, lakes or beaches), risk management strategies will be identified and implemented such as high adult to child ratios.

Conducting the Excursion

All Educators, volunteers and children attending will be informed of excursion timetable/itinerary, special requirements, safety procedures, grouping of children and responsibilities.

A list of children on the excursion will be left at St Nicholas and a copy carried by the delegated excursion coordinator.

Before leaving on the excursion, a notice will be prominently displayed at St Nicholas which includes:

- itinerary and timetable
- Mobile contact phone number.

Items to be taken on excursions include:

- a suitably stocked first aid kit
- a mobile phone
- emergency contact numbers of children and staff
- children's medication and medical action plans
- other items as required eg. sunscreen, drinking cups, jackets etc
- excursion transportation record

The excursion transportation record is a record made immediately after all children have embarked and disembarked the vehicle stating:

- Confirmation that each child was accounted for when embarking/disembarking the vehicle at the education and care service premises.
- How each child was accounted for when embarking/disembarking the vehicle at the education and care service
- The name and signature of the person who accounted for the children who embarked and disembarked.
- The time and date the record was made.

St Nicholas	Name of policy: Curriculum Development Procedures	Page 23
Issue	Review Date: September 2022	Document Owner: SN Executive Manager-QA

7.12 Transportation Procedure (OOSH)

Purpose

We aim to ensure that all children being educated and cared for by our Service are adequately supervised. This includes ensuring educator to child ratios are met whenever and wherever our service is operating including providing transportation as part of our OOSH service activity.

Step by Step

Management/nominated supervisor will ensure:

- Risk assessments are carried out prior to seeking authorisation for transporting children.
- Compliance with first aid requirements of Regulation 136 is always met.
- Parents/guardians complete a written authorisation for transportation of their child and a copy of this is filed in the child's enrolment record.
- Educator to child ratio requirements is always maintained and adequate supervision is provided during transportation and with the remaining children at the service.
- Children are instructed on processes for entering and exiting the OOSH service premises and destination site; and are aware of pick up and destination locations.
- A record is made immediately after all children have embarked and disembarked the vehicle stating:
 - confirmation that each child was accounted for when embarking/disembarking the vehicle at the education and care service premises.
 - how each child was accounted for when embarking/disembarking the vehicle at the education and care service
 - the name and signature of the person who accounted for the children who embarked and disembarked.
 - the time and date the record was made.
- Children's attendance is checked against an accurate attendance record showing when children are within the care of the OOSH service. The record of attendance must record the time that the child arrives and departs the OOSH service and signed by the nominated supervisor or educator.
- While children are on the bus:
 - children exit the vehicle using the 'safety door'.
 - children wear approved seatbelts/restraints whilst the vehicle is in motion.
 - children are never left unattended in the vehicle.

St Nicholas	Name of policy: Curriculum Development Procedures	Page 24
Issue	Review Date: September 2022	Document Owner: SN Executive Manager-QA

- Staff are aware of appropriate procedures to be followed in the event of a vehicle crash involving staff and children from the service.
- The following items are available at all times during transport:
 - a working mobile phone in case of emergency
 - a list of emergency contact numbers for the children being transported.
 - any required medication for children being transported.
 - a suitably equipped first aid kit.
- Every effort will be made to notify parents/carers of delays returning to the Service if applicable.
- The person driving the vehicle/bus holds a current Australian driver's licence.
- Any allegation of misconduct of the educator or staff member will be reported immediately as per the Reportable Conduct detailed in our Child Protection Policy.
- The transportation vehicle is safely maintained (see below)
- At least one staff member accompanying children during transportation holds:
 - an approved first aid qualification
 - has undertaken current approved anaphylaxis management training and
 - has undertaken approved emergency asthma management training.
 - a valid working with Children Check record.

Transport specific risk assessment

As per the Education and Care Services National Law, our service will *'ensure that every reasonable precaution is taken to protect children...from harm and from any hazard likely to cause injury'* (Section 167).

Our Service will conduct comprehensive transport specific risk assessments to minimise and manage all potential risks for transporting children before authorisation is sought to transport a child. [Reg.102B, 102D (4)].

A risk assessment will be undertaken at least annually for *'regular transportation'* of children. Each time our Service transports, or arranges, the transport of children as part of an excursion, a new risk assessment will be conducted. All risk assessments will be regularly assessed and evaluated as to facilitate continuous improvement in our service.

Our risk assessment process will:

- identify any hazards or potential hazards that transporting the child may pose to the safety, health and wellbeing of the child
- assess the risk of harm or potential harm using a risk matrix
- specify how the identified risks will be managed by eliminating or minimising the impact using control measures.

St Nicholas	Name of policy: Curriculum Development Procedures	Page 25
Issue	Review Date: September 2022	Document Owner: SN Executive Manager-QA

- evaluate the current risk or potential harm by implementing control measures.
- review and monitor the risk or potential harm to ensure it continues to be managed as a low risk.

Our risk assessment will consider:

- k) the proposed route and duration of the transportation; and
- l) the proposed pick-up location and destination; and
- m) the means of transport; and
- n) any requirements for seatbelts or safety restraints (as per the law of our jurisdiction); and
- o) any water hazards; and
- p) the number of adults and children involved in the transportation; and
- q) given the risks posed by transportation, the number of educators or other responsible adults to provide supervision and whether any adults with specialized skills are required; and
- r) whether any items should be readily available during transportation (mobile phone, list of emergency contact numbers) and,
- s) the process for entering and exiting-
 - i. the education and care service premises; and
 - ii. the pick-up location or destination (as required); and
- t) procedures for embarking and disembarking the means of transport, including how each child is to be accounted for on embarking and disembarking.

Safe maintenance of the bus

Management/nominated supervisor will ensure:

- the transportation vehicle is fitted with the required child restraints, approved by the Roads and Traffic Authorities (see Rule 266 of the Australian Road Rules)
- the vehicle has enough fuel to transport the children each day as in accordance to schedule
- the vehicle is registered, roadworthy and insured (general legal requirements and best practice standards are adhered to)
- any repairs are completed as soon as possible by a qualified mechanic.
- drivers hold a current Australian driver's licence, licenced to carry the required number of passengers for the vehicle.
- in the event of any mechanical or other breakdown, children will be kept safe, comfortable and occupied with suitable activities.

St Nicholas	Name of policy: Curriculum Development Procedures	Page 26
Issue	Review Date: September 2022	Document Owner: SN Executive Manager-QA

Embarking and disembarking a Vehicle for Transportation

- the vehicle/bus will be parked in a safe location where children are not required to cross any roads (if this is unavoidable, a risk assessment and dedicated procedure for crossing the road will be completed)
- children are continuously supervised during transportation by a designated educator/staff member sitting in a location that provides clear vision of all children.
- children are to remain seated until the vehicle/bus has completely stopped.
- the designated driver of the vehicle/bus complies with all appropriate road, safety and transport regulations.
- under no circumstances will the driver of the vehicle/bus and educators supervising the children use handheld mobile phones unless safely parked
- under no circumstances will the driver and educators/employees supervising children be under the influence of alcohol or drugs
- the designated driver of the vehicle has the right, *if required* to stop in a safe place until the children conform to the safety guidelines. Parents will be notified if their child continues to be challenging and/or behaving in a dangerous manner.
- The supervising educator is to complete the transportation record, recording:
 - The departure location and destination
 - The date and session details for the transportation
 - The transport checklist
 - The child/ren's names.
 - Confirmed attendance or absence.
 - Confirmation of each child embarking transportation
 - A head count of children secured on transport with appropriate safety measures (e.g., seat belts)
 - A head count and roll call of children disembarking the transport as well as signed confirmation children have disembarked.
 - The name and signature of the educator completing the record along with the date and time.
 - A signed acknowledgment that a final inspection has been completed to ensure no children have been left behind on transport, witnessed by additional person.
- children are to remain seated until the vehicle/bus has completely stopped.
- a designated educator/staff member will assist children to safely disembark the vehicle/bus.
- children exit the vehicle/bus using the 'safety door' or door located near the kerb
- educators/staff conduct a final sweep of the vehicle/bus, checking on and under seats to ensure there are no children or belongings left behind. If applicable, also checking any storage compartments.

St Nicholas	Name of policy: Curriculum Development Procedures	Page 27
Issue	Review Date: September 2022	Document Owner: SN Executive Manager-QA

Families will:

- adhere to the Service’s *Arrival and Departure Policy* and *Safe Transportation Policy*
- communicate any change in transportation requirements for their child with management/nominated supervisor as soon as they are aware (for example: no transport is required on a particular day as the child has returned home from school due to illness)
- notify the Service if their child is going to be absent on a particular day and not require transport.
- ensure written permission for transportation of their child by the Service is granted by either the parent or authorised nominee named in the child’s enrolment record.
update emergency contact numbers regularly

Educator to child ratios (ACECQA 2020)

- Over preschool age 1:15 NSW (excluding the bus driver)

Reference: *Australian Children’s Education & Care Quality Authority. (2014).*
 Australian Government Department of Education Skills and Employment. (2011).
 My Time Our Place: Framework for School Age Care in Australia.
 Childhood Australia Code of Ethics. (2016).
 Education and Care Services National Law Act 2010. (Amended 2018).
 Education and Care Services National Regulations. (2011)
 Guide to the National Quality Framework. (2018). (Amended 2020).
 Kids and Traffic Early Childhood Road Safety Education Program (NSW) Revised National Quality Standard. (2018).
 Road Transport (Safety & Traffic Management) Act 1999.

St Nicholas		Name of policy: Curriculum Development Procedures	Page 28
Issue	Review Date: September 2022	Document Owner: SN Executive Manager-QA	

7.13 Sustainability Practice

Purpose

St will actively embed sustainable practices into everyday centre operations. We will encourage and support children to become environmentally responsible, showing respect for the environment. Our program will reflect our commitment to providing opportunities for children to develop skills in and knowledge of sustainability and to become socially responsible in our community.

Step by Step

We will achieve this by:

Reduce - the amount of waste we produce through:

- Closely monitoring children's meals and servings
- Reducing water and electricity usage through the use of personal drink bottles
- Communicating with families through email and in person rather than printed notes
- Taps set to low flow option to assist with water saving

Re-Use - using resources for multiple purposes

- Records are shredded and used for compost and worms
- Use rainwater tank water to water gardens, grass and use during water play
- Re-use of unwanted printing material for children's activities
- Fruit and vegetable scraps are put in the compost, worm farm and worm tunnels.

Recycle - reducing landfill waste by separating items that can be used again

- Kitchen and staff room recycling bins
- Recycling bins in each classroom for the children to use
- Recycling included in children's programs, including the emptying of their room recycling bin into the large recycling bin.

Turn it off - reducing wastage of electricity

- Computers turned off each night
- Air conditioners turned off when not needed and set on specific temperatures 21-23 degrees Celsius when in use to ensure energy efficient. New centres to include ducted air conditioners with ambient temperature mode.
- Lights and fans turned off when room not in use
- The use of natural light whenever possible via skylights, large windows, and louvers
- The use of clothesline instead of dryer whenever practical

St Nicholas	Name of policy: Curriculum Development Procedures	Page 29
Issue	Review Date: September 2022	Document Owner: SN Executive Manager-QA

Reference: *National Quality Framework 2013: 3.3.1, 3.3.2*
Australian Government Department of Education, Employment and Workplace Relations (2009).
The Early Years Learning Framework for Australia: Belonging, Being and Becoming. Outcome 2 & 4
The Protection of the Environment Operations Act (POEO Act) (1997)

St Nicholas	Name of policy: Curriculum Development Procedures	Page 30
Issue	Review Date: September 2022	Document Owner: SN Executive Manager-QA

7.14 Children with Additional Needs

Purpose

St Nicholas will ensure children with additional needs and disabilities are supported to be actively involved in the full range of curriculum and program and are encouraged to reach their full potential.

St Nicholas will ensure that the children's' program will:

- reflect the developmental strengths and needs of the children.
- provide the opportunity for interaction with adults and peers.
- actively encourage children to interact positively with all children.
- consider the functional needs of all children as well as their developmental needs.
- be developed in consultation with Parents/caregivers and other professionals.
- be planned and implemented within the day-to-day activities.
- provide regular review of progress and program evaluation.
- ensure where necessary children are referred to appropriate agencies.
- cater for children within the context of their culture and background.
- make provision for the distribution of information and provide access to a range of support networks.

Step by Step

In regard to the environment and health and safety

- Where the physical environment requires adaptation and/or additional safety requirements, risk assessments will be completed and resources will be made available for this purpose, if possible.
- St Nicholas has standard facilities to accommodate people with disabilities, including wheelchair toilet amenities.
- Provision will be made for any special health and nutritional needs of children, which reflect families' cultural values and background.
- More stringent health care and hygiene practices may need to be implemented for some types of disabilities.

In regard to staffing and support

- There will be higher educator/child ratios where it is apparent that the needs of children with developmental delays or disabilities are likely to make significant demands on educators. Funding for extra educators will be sourced through relevant funding authorities upon child's enrolment or at time of diagnosis.
- Educators should have access to a range of appropriate resource/support educators who have specialised skills and training, enabling them to develop and implement appropriate individualised programs.

St Nicholas	Name of policy: Curriculum Development Procedures	Page 31
Issue	Review Date: September 2022	Document Owner: SN Executive Manager-QA

- Where extra support educators are required, their qualifications and experience need to be appropriate for the purpose.
- Access to ongoing training will be facilitated by St Nicholas to develop the competencies of educators working with children with developmental delays and disabilities. This includes training to implement the 'Pathways to Inclusion' resource, a four-step guide to best supporting all children with additional needs.
- Where additional resources and support are required to facilitate the integration of children with developmental delays or disabilities and such support is not forthcoming, no member of St Nicholas will be required to accept or continue with the enrolment of children with additional needs.
- When outside agencies are involved in the care and education of the child, the 'St Nicholas Working Together Agreement' will be used to promote ongoing collaboration between the service, agency and parent/carers. Regular meetings will be held (ideally every three months) to share new information (such as new diagnosis or medical reports) and collaboratively plan and assess set goals for the child/ren. The 'Individual Support Collaborative Planning Tool' will be utilised to assist in goal planning.

In regards to parent/carer involvement

- Parents/carers have the right to be informed about and involved in, decisions concerning their child/ren's individualised programs and their implementation. This may need to occur in the parents' first language where this is not English.
- Parents/carers should be actively encouraged to participate in the delivery of their children's programs.
- Educators have a responsibility to promote and encourage the parents'/carers ability to foster the optimal development of their child/ren.
- Parents/carers have a right of access to their child/ren's records and the right to expect that confidentiality will be maintained.
- It is essential that the Additional Needs Support Action Plan be completed and signed by the parents/carers, indicating relevant medical information. Medical reports should be made available to the service to assist educators' knowledge in developing an individual program for the child/ren.
- Educators will establish a communication book as a tool for sharing of information daily between home and the service. Educators will also regularly communicate with parents/carers through their chosen communication method (eg. email, phone calls, Zoom meetings etc).
- Parents/carers should be informed by the educators about the services and resources that are appropriate to their needs.
- Children and their families should be linked into available services and provided with resources as required.

Eg. Community Health – speech pathology, occupational therapy

Hunter Prelude – early intervention for children under 5

NSW Department of Education – transition to school programs

St Nicholas	Name of policy: Curriculum Development Procedures	Page 32
Issue	Review Date: September 2022	Document Owner: SN Executive Manager-QA

Early Links
Ethnic Community Council

Reference: *National Quality Standard 2013: 1.1, 3.1, 3.3, 6.3*
Education and Care Services National Regulations 2014
Social Inclusion and the Early Years Learning Framework – A way of working, 2011

St Nicholas	Name of policy: Curriculum Development Procedures	Page 33
Issue	Review Date: September 2022	Document Owner: SN Executive Manager-QA

7.15 Equal Opportunity

Purpose

St Nicholas will provide an environment where children can realise their full potential. We aim to develop and extend the talents of all children regardless of gender, race, religion or social origin.

Step by Step

At St Nicholas we support Equal Opportunity by:

- Educators being aware of the way in which they treat individual children, with regard to language, attitudes, assumptions, expectations and actions.
- Programs to present positive experiences for children which are not based on sex role stereotypes.
- Educators will model care, empathy and respect for all children, educators and families.
- Educators being positive role models. For example, encouraging girls to be more physically active or to use traditional boys' equipment and by having adult female educators participate in these activities or for adult male educators to model nurturing for young boys.
- For Educators to acknowledge children's complex relationships and sensitively intervene in ways that promote consideration of alternative perspectives and social inclusion.
- Through the use of resource materials which are not stereotypic or tokenistic and planning children's experiences that broaden their perspectives and encourage appreciation of diversity.
- For Educators to challenge children with critical thinking questions and to introduce visual images to challenge children's thinking.
- Educators to embrace educational philosophy and techniques that are value based. Differences are good, oppressive ideas and behaviours are not.
- Educators will give children the skills to empower them to deal with and challenge bias situations.

Reference: *National Quality Standard 2013: 1.1.3, 3.1.3, 3.2.*
"Redefining the Norm: Early Childhood Anti-Bias Strategies" by Ellen Wolpert.
 Retrieved November 24th 2011, from http://www.teachingforchange.org/wp-content/uploads/2012/08/ec_redefiningthenorm_english.pdf
Belonging, Being & Becoming: The Early Years Learning Framework for Australia.
Education and Care Services National Regulations 2014

St Nicholas	Name of policy: Curriculum Development Procedures	Page 34
Issue	Review Date: September 2022	Document Owner: SN Executive Manager-QA

7.16 Cultural Competence

Purpose

St Nicholas will recognise the diversity of cultures within Australia and provide access to information and opportunity for all children to learn from, appreciate and respect these cultures.

Step by Step

We will encourage this by:

- Using resources such as books, language, music, singing, crafts, posters, cooking, dance and other learning experiences.
- Parents will be encouraged to contribute knowledge of their own culture to enhance the overall program through information literature or actually conducting activities with the children if they wish eg. teach them a song, read them a story.
- Where Aboriginal children or children from non-English speaking backgrounds attend the centre, new Parents will be encouraged to give advice on appropriate practice for their child (customs, cultures etc.). Educators will show sensitivity to the child-rearing practices and attitudes of different cultures.
- Educators will adopt an accepting, respectful, non-bias approach at all times.
- Where possible, information will be translated into appropriate languages and educators from other cultural backgrounds will be called upon to share their knowledge.
- Educators will attend regular in-service training on building understanding and knowledge of cultural competence to embed within the service.
- Educators will learn key phrases of the children's family language. This helps provide a welcoming link between the home and centre environment, for Parents and children.
- If there are language barriers hindering educators' communication between parents and children, assistance is to be sought throughout the Special Advisory and Adult Migrant English Service Advisory Teams.
- Where possible, support educators and POOL workers from the Ethnic Community Council will be utilised to provide support, ideas and information to educators on incorporating multicultural activities into the program.
- Educators will work towards embedding Aboriginal and Torres Strait Islander perspectives daily into their programs. Each service will also show their commitment towards a reconciled future, by creating their own Reconciliation Action Plan.
- Educators will lead children daily in an acknowledgement of country, to pay respects to the traditional custodians of the land on which the St Nicholas facility is located.

Reference: *National Quality Framework 2013: Standards 1.1.1, 1.1.6, 1.2*
Education and Care Services National Regulations 2014

St Nicholas	Name of policy: Curriculum Development Procedures	Page 35
Issue	Review Date: September 2022	Document Owner: SN Executive Manager-QA

7.17 Celebrations

Purpose

St Nicholas will recognise the range of celebrations, both religious and secular, that take place through the year in our community and have an understanding of, and respect for, cultural diversity.

Step by Step

- Religious celebrations such as Christmas and Easter will be recognised within St Nicholas and reflected in our programs. We encourage all cultural celebrations that are significant to our families and relevant to our broader community. We aim to embrace cultural differences so that all children and families may experience and enjoy these special times.
- Other special days such as Mother's Day, Father's Day and Australia Day will also be recognised. We realise that not all families celebrate the above mentioned and respect this, ensuring that we cater for this choice.
- If you would prefer that your child does NOT participate in such celebrations, please let us know so we can make alternate arrangements. If this is the case, we will respect the rights and feelings of this child and will provide an alternative experience for them so that they do not feel that they are being left out.
- You are welcome to bring in a birthday cake for your child so they will be able to share with their friends. Cupcakes are recommended. Please ensure that you advise us if your child has any allergies or you would prefer they do not eat the cake. If this is the case we may ask you to bring in something special for your child so that they feel part of the celebration. We ask that the cakes are store bought so St Nicholas can guarantee the suitability of the ingredients
- Families are encouraged to share with St Nicholas their own beliefs, values and special celebrations so that we are able to educate, embrace and celebrate cultural diversity.
- As partners in the development of the children who attend St Nicholas we need to be mindful of the rights of Parents to introduce, or not introduce various foods. Unhealthy foods is a particular area that requires sensitivity and respect for Parent's wishes regarding their child/ren.

Reference: *National Quality Framework 2013*
Education and Care Services National Regulations 2014
Staying Healthy in Child Care 5th Edition, 2013

St Nicholas	Name of policy: Curriculum Development Procedures	Page 36
Issue	Review Date: September 2022	Document Owner: SN Executive Manager-QA

7.18 Technology and Media

Purpose

St Nicholas will recognise the use of technology and media as an extension to the daily program assisting in development of social, physical, emotional, cognitive, language and creative potential of each child.

Step by Step

- To assist in expanding the content of the daily program and current affairs.
- Programs must be carefully selected and suitable to the needs and development levels of each child.
- Chosen programs should hold the interest of the children.
- Programs depicting violence eg. graphic news reports should not be shown.
- Children in Early Education are to view 'G' rated programs only. Children in OOSH services can view 'PG' rated programs.
- All programs viewed will be shared with families beforehand to ensure that families approve of the content.
- All content will be socially and culturally considerate and appropriate.
- Timeframes for 'screen time' according to Australia's Physical Activity and Sedentary Behaviour Guidelines are:
 - Children younger than 2 years of age should not spend any time in front of a screen.
 - Children 2 to 5 years of age should be limited to less than one hour per day.
- Children are "growing up digital". Children will be taught healthy concepts of digital use and citizenship.
- Only high quality developmentally appropriate interactive media will be used.

Reference: *National Quality Framework 2013*
Education and Care Services National Regulations 2014
Australian Government, Department of Health (2014). Australia's Physical Activity and Sedentary Behaviour Guidelines
Everychancetolearn.com (2015). Screen time recommendations for kids.

St Nicholas	Name of policy: Curriculum Development Procedures	Page 37
Issue	Review Date: September 2022	Document Owner: SN Executive Manager-QA

7.19 Photographs

Purpose

St Nicholas will recognise the rights of all children and families to privacy.

Step by Step

- It is our policy to use photographs taken at St Nicholas to support the children's learning and also to record children's individual progress. Photographs recorded as part of a normal day are taken using a digital camera and are only taken by educators.
- Parents will be asked to nominate on their enrolment form authority for centre educators, students and media to take their child's photograph. Children whose Parents do not give written authority will be excluded from having their photo taken.
- Photographs/videos are taken to:
 - Support the learning of each child's individual record.
 - Illustrate work on display around the St Nicholas environment.
- Parents'/carers' use of cameras/videos at St Nicholas: Families often wish to record their child's inclusion in group events and celebrations through the use of photographs or video. Parents are required to be mindful of not filming other children and commit that they will not publish any material on the internet as St Nicholas has no control over these images once they are in the public domain.
- We will ensure that the children of Parents/Carers who do not wish their child to be photographed or videoed are provided with other activities.
- At no time are Educators permitted to bring in a camera from home.
- Photos will be given to children and families of St Nicholas. If Parents/guardians prefer that photos including their child not be given out it is their responsibility to inform the Director/Nominated supervisor in writing or on the enrolment form.
- If educators, students or volunteers are requested to use photographs or to take photos for assignments, families' permission in writing will be obtained before any photos are taken.
- Photos are used in each child's portfolios and may contain other children. Please ensure that if you do not want your child in these photos that you inform the director/nominated supervisor in writing or on the enrolment form.
- Video of the children will be taken occasionally for the children to be able to watch themselves at play. If you do not want your child to be in these videos please ensure that you put this in writing for the director/supervisor or on the enrolment form.

Reference: *National Quality Framework 2013*
Education and Care Services National Regulations 2014
Children and Young Persons (Care and Protection) Act 1998
Code of Ethics- Early Childhood Australia

St Nicholas	Name of policy: Curriculum Development Procedures	Page 38
Issue	Review Date: September 2022	Document Owner: SN Executive Manager-QA

7.20 Animals and Pets

Purpose

St Nicholas will ensure the health and safety of children is well maintained when interacting with animals and the centre is free from pests and vermin.

Step by Step

Service Pets

- Pets help children from a young age to learn to care for other living things. They can teach a sense of responsibility, caring and tolerance. They can offer many opportunities for developing observational skills and basic science experiences.
- If educators wish to have a pet in the centre, they must make all decisions in consultation with the director/nominated supervisor, other educators and families.
- Any animals with high maintenance needs will not be considered for centre pets (i.e dogs, cats, large birds, large farm animals and certain reptiles)
- Once the decision to have a room pet has been made, the following must take place:
 - A risk assessment must be completed before the pet is purchased and again before children have access to the pet.
 - Appropriate immunisations need to be given and kept up to date.
 - Educators will ensure that all pets are regularly maintained, fed and have access to clean water.
 - Educators will ensure that all pets and their enclosures are kept clean and hygienic at all times.
 - Children will be supervised at all times when interacting with pets.
 - Educators will model and teach children proper handling techniques.
 - Educators will ensure children follow correct hand washing procedures after handling pets.
 - All food, medications and cleaning products must be kept out of children's reach.
 - Pets will not have access to children's bedding, toys, food preparation areas, eating surfaces or utensils.
 - Pets should be examined on a weekly basis for the presence of parasites.
 - Families will be informed upon enrolment of what pets are kept at the centre.
 - All precautions will be taken to ensure any children with allergies to any pet will not have access to the pet. Should any children be anaphylactic to a centre pet, St Nicholas will decide in consultation with the family on the best measure to take.

Animals Visiting the Centre

- Any animals and birds that visit the centre as part of the educational program are the responsibility of the owner(s).
- Educators will complete a risk assessment prior to the animals' visit.

St Nicholas	Name of policy: Curriculum Development Procedures	Page 39
Issue	Review Date: September 2022	Document Owner: SN Executive Manager-QA

- Educators will ensure that the environment remains safe and hygienic at all times during the visit.
- Educators will ensure children follow correct hand washing procedures after handling pet.

Pests and Vermin

- St Nicholas is to be sprayed twice a year for cockroaches and spiders.
- If pests and vermin are sighted, Educators are to advise director/nominated supervisor as soon as possible. The director/nominated supervisor is responsible for arranging additional pest control measures when required.
- If an animal is potentially dangerous, such as a snake, educators will ensure all children are safely located away from the danger (i.e. indoors if danger is outdoors). Educators or director/nominated supervisor will then contact the appropriate authority for assistance, *the National Parks and Wildlife Service* or *NSW Wildlife Information Rescue and Education Service*.

Reference: *National Quality Framework 2013*
Education and Care Services National Regulations 2014
 "Keeping Pets in Childcare", extract from Putting Children First (NCAC), Issue 36 December 2010
https://www.acecqa.gov.au/sites/default/files/2019-07/QA3_InfoSheetKeepingPetsAndAnimalsInEducationAndCareServices.pdf

St Nicholas	Name of policy: Curriculum Development Procedures	Page 40
Issue	Review Date: September 2022	Document Owner: SN Executive Manager-QA