

# Belmore Montessori Academy

## Plan of Management

427 Burwood Road, Belmore  
NSW, 2192

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## Document Control

<b>Document Title:</b>	Belmore Montessori Academy Plan of Management
<b>Version:</b>	V2.0
<b>Status:</b>	Final
<b>Date:</b>	Thursday 6 <sup>th</sup> December 2022
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<b>Prepared For:</b>	Canterbury-Bankstown Council

## Change / Review History

Version	Description	Author	Date
1.0	Revision 1	Daniella Assaf	28/04/2022
2.0	Revision 2	Daniella Assaf	06/12/2022

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## 1. Executive Summary

Montessori Academy is Australia's leading and largest provider of Montessori early childhood education in Australia. We currently operate 30 child care services across Sydney, NSW, catering to children aged six weeks to six years. Our educational framework is based on the Montessori philosophy of education, and the Australian Government's Early Years Learning Framework (EYLF). This Plan of Management is to be read in conjunction with the architectural drawings prepared by Supercontext.

This Plan is required by Council and that reflects a reasonable agreement between the Centre Operators and the Council to minimise any adverse impact upon neighbours and to ensure a high standard of child care provision for the Strathfield Council.

## 2. Capacity of the Centre

The Centre's capacity is for a total of 112 children and this will consist of the below:

0 – 2 Years: 32 children  
2 – 3 Years: 40 children  
3 – 6 Years: 40 children

This capacity is based upon the design provided by the architect and is and is subject to licensing approval from the Department of Education.

## 3. Hours of Operation

The Centre opens daily Monday to Friday from 7:00am to 6.00pm, fifty-one (51) weeks a year.

The Centre closes for Public Holidays and for 1 week over the Christmas-New Year period.

## 4. Staffing

The Centre will be operated by a maximum of twenty (20) (including the primary contact staff and Nominated Supervisor) at any one time

There will be a structured routine where the children will be divided between their age groups of 0-2 years (Babies), 2-3 years (Toddlers) and 3-6 years (Pre-schoolers). A daily programme will be based on their needs and individual development/progress.

Each group will be required to maintain staff to children ratios in accordance with the National Regulations.

Our analysis of Arrival and Departure times across our existing centres supports the staffing requirements and is in accordance with the requirements of the *Children's Services Regulations*.

**Education and Care Services National Regulations** –Chapter 7, Part 7.1, Division 2.

## 5. Staff Arrival and Departure

Due to the nature of rostered staff shifts, not all staff at Montessori Academy arrive at the same time. The staff arrival as well as staff departure is staggered with arrival times ranging between 7:00am till 10:am and departure times ranging between 3:30pm – 6pm. The fulltime staff at Montessori Academy work 8 hours per day. Part-time or casual staff work shifts as required.

## 6. Children's Arrival and Departure

In the morning, parents usually arrive between the hours of 7:00am-10:00am. Pick-up by parents generally commences from 3.30pm and concludes at centre closing time which is 6.00pm. The trends of arrival and departure times are based upon Montessori Academy's analysis of Arrival and Departure times across our existing centres.

**Education and Care Services National Regulations** – Regulation 99.

## 7. Indoor Activities

During indoor play activities, the external windows and doors on the northern, eastern, and western facades of the play rooms will be closed during operational hours.

Indoor activities are programmed depending on children's needs and developmental stages.

All indoor as well as outdoor activities are supervised by the regulated number of trained staff.

Our routines are flexible based on children's needs and interests and the weather conditions.

Typically, the daily routine for all age groups is as below:

## **0 – 2 Years Daily Routine**

7.00am	Centre Opens Montessori Work Cycle Commences
9:00am	Montessori Work Cycle Concludes Morning tea is served
9:45am	Outdoor Physical Play Session Transition to indoor varied learning activities
11:00am	Group time learning: <ul style="list-style-type: none"><li>• Language</li><li>• Art/craft</li><li>• Music and Movement</li></ul>
11:30am	Lunch Time
12:00pm	Sleep/Rest time
2:00pm	Afternoon tea
3:00pm	Outdoor Physical Play Session
4.30pm	Transition to indoor varied learning activities Late afternoon tea
6.00pm	Centre Closes

## **2 – 3 Years Daily Routine**

7.00am	Centre opens Montessori work cycle commences
8:30am	Montessori work cycle ongoing Progressive morning tea commences
10:00am	Montessori work cycle concludes Morning group time learning circle
10:30am	Progressive morning tea concludes Outdoor physical play session commences
11:00am	Transition time – varied activities Group time commences: <ul style="list-style-type: none"><li>- Walking on the line</li><li>- Grace and Courtesy</li><li>- Language</li></ul>

- Art/craft
- Music and Movement
- Storytelling

12:00pm	Lunch time
12:40pm	Sleep/Rest time
2:30pm	Sleep/Rest time concludes
	Afternoon tea is served
3:00pm	Outdoor physical play session commences
5:00pm	Outdoor physical play session concludes
	Late afternoon tea is served
	Indoor activities
6.00pm	Centre closes

### **3-6 Room Daily Routine**

7.00am	Centre opens
	Montessori work cycle commences
8:30am	Montessori work cycle ongoing
	Progressive morning tea commences
10:00am	Montessori work cycle concludes
	Morning group time learning circle
10:30am	Progressive morning tea concludes
	Outdoor physical play session commences
11:00am	Transition time – varied activities
	Group time commences:
	<ul style="list-style-type: none"> <li>- Walking on the line</li> <li>- Grace and Courtesy</li> <li>- Language</li> <li>- Art/craft</li> <li>- Music and Movement</li> <li>- Storytelling</li> </ul>
12:00pm	Lunch time
12:40pm	Sleep/Rest time
2:30pm	Sleep/Rest time concludes
	Afternoon tea is served



3:00pm	Outdoor physical play session commences
5:00pm	Outdoor physical play session concludes
	Late afternoon tea is served
	Indoor activities
6.00pm	Centre closes

## 8. Outdoor Activities, Sun Safety and Outdoor Supervision

In line with the SunSmart Recommendations published by Cancer Council NSW (Refer to Annexure I - the Sun Protection Policy), the following outdoor play schedule is implemented at Montessori Academy. Outdoor activity times and sun protection practices to include:

**October – March:** At Montessori Academy we minimise outdoor activity between 11am and 3pm (daylight saving time). Sun protection practices are required at all times when outside.

**April- September:** At Montessori Academy, outdoor activity can be planned at any time of the day. Sun protection practices are required between 10am-2pm except in June and July when the UV Index is mostly below 3 (in NSW).

All sun protection practices are considered when planning excursions and all events held at the service.

The general outdoor play schedule is set out below:

**Mornings:** 8:00am till 11:00am

**Afternoons:** 3:00pm till 5:30pm

**Education and Care Services National Regulations – Regulation 168.**

### Outdoor Activities

Outdoor activities vary from day to day and are dependent upon the weather and the program, including:



- Ball games
- Team play
- Balancing, Climbing, Stepping
- Using variety of gross motor skills development equipment
- Environmental and nature based activities
- Supervised play
- Sand play
- Water based play (not swimming pool)
- Free play

## Monitoring

The monitoring process for outdoor play is the same as for indoor play as follows:

Age Group	Monitoring Ratio – 2016
0-2 Years	1 Staff: 4 Children Hence 1:4
2-3 Years	1 Staff: 5 Children Hence 1:5
3-6 Years	1 Staff: 10 Children Hence 1:10

The outdoor play area will be used only during the centre hours of operation. All outdoor activities are fully supervised and monitored. Teachers and children are encouraged to participate in quieter play activities.

The specified outdoor play policy and times shall be adhered to. Exceptional circumstances may apply. Further, the Nominated Supervisor shall ensure that outdoor play activities are conducted in an orderly fashion and that excessive noise from children playing, etc., is avoided wherever possible and practical.

## 9. Complaints from External Sources

Montessori will deal with all complaints from external sources, such as from local residents and stakeholders other than parents and the Department of Education as follows:

- All complainants will be encouraged to call the Montessori complaints line on 1300 000 162 and provide details of their complaint, or email [feedback@montessoriacademy.com.au](mailto:feedback@montessoriacademy.com.au)
- Where complains are made directly to the local child care centre, the centre manager will ensure each complaint is communicated to Montessori head office and placed on the complaints register.
- All complaints will be entered onto a central complaints register and recorded by centre and type.
- Where specific types of complaints recur Montessori, in conjunction with the relevant centre manager, will investigate the cause of the complaints and take appropriate action, including engagement with stakeholders or the local Council where that is warranted.

## 10. After-hours events

The Centre may conduct the following events after 6.00pm and until 8.00pm:

- (a) Parent/Teacher's Information Evening (maximum 4)
- (b) Teacher Training (maximum 4);

Items (a), (b) are held inside of the centre with doors and windows closed.

## 11. Enrolment and Terms and Conditions

Montessori Academy has an established enrolment procedure and terms and conditions which parents or children's legal guardians, are required to read and sign prior during the Enrolment process prior to formal attendance at the Centre.

The centre operates the CCMS approved childcare software "KidSoft".

**Education and Care Services National Regulations** – Regulation 160, Regulation 168.

## 12. Family Involvement and Grievance

Montessori Academy actively encourages family involvement and communication relating to the centre, children, curriculum and activities.

In addition, we have an established policy to properly manage any grievances:

These are attached as the following Annexures:

- Annexure D – Policy 6.2 Family Communication Policy
- Annexure E – Policy 6.3 Family Grievance Procedure
- Annexure F – Policy 6.4 Family Involvement in Evaluation Policy
- Annexure G - Policy 6.5 Family Involvement Policy

In addition, Parents receive a Parent's Handbook, which provides an overview on all aspects of our company, philosophy, curriculum and policies. This is Policy number 6.8 and a copy can be provided to Council upon request.

**Education and Care Services National Regulations** – Regulation 160, 168, 172, 174, 175.

## 13. Insurance

In order to be licenced, the operator will take out the following insurances:

1. Childcare Insurance which covers all aspects of a childcare centre and includes Public Liability Insurance of \$20 Million
2. Workers Compensation Insurance

**Education and Care Services National Regulations** – Regulation 29.

## 14. Policies and Procedures

The centres operations are documented in our Policies and Procedures, including the Car Park Policy – Attached as Annexure "C".

A listing of all the Centre's Policies is attached to this Plan of Management as Annexure "A".

These Policies and Procedures make up many volumes. All staff must read the Policies and Procedures and confirm in writing that they have done so. The Policies and Procedures are discussed at Staff Meetings and are continually updated and redistributed as they are amended to retain relevance and compliance.

A listing of the Contents of our Policies and Procedures Manuals is attached for reference.

**Education and Care Services National Regulations** – Regulation 168, 170, 171, 172.

## 15. Centre cleanliness, Waste Management and Maintenance

Centres are kept clean by both staff and external professional cleaners and gardeners. The centre has a designated WH & S Representative who is inducted into their role and one of their core responsibilities is to maintain a schedule of required maintenance, which is routinely undertaken by handymen, builders and other tradesmen as required.

As the Centre educates children on environmental issues, it is a core objective to recycle our waste.

Waste Management Policy 7.30 is attached as Annexure "B".

**Education and Care Services National Regulations** – Regulation 103 – Regulation 115.

## 16. Site Deliveries

The centre will have one delivery per day prior to the centre opening. The delivery will occur between 6am and 7am and is a food delivery service. The vehicle will use the staff parking to complete their delivery since it occurs prior to the operation of the centre.

## 17. Fire Safety and Emergency

The centre must carry certified fire equipment commensurate with the standards.

All equipment is recertified as required by the law.

The centre will have documented Emergency Evacuation Plans as well as Evacuation diagrams on display throughout the centre.

The staff and children will have regular training sessions on how to proceed in cases of emergency. The centre has designated "safe-havens" for the children and staff to gather on the immediate alert of an emergency. From the safe haven the children can be safely lead from the centre by the staff to the assigned meeting place.

Refer to "Annexure H" and Emergency Evacuation Management diagram plan document.

**Education and Care Services National Regulations** – Regulation 97.

## 18. Community and Neighbours

Montessori Academy regards itself as a good neighbour.

Our car parking policy, encourages parents, visitors and staff to minimise inconveniences caused by parking outside designated parking spaces. Please see Annexure "C" for our Car Park Policy.

Montessori seeks to assist neighbours (especially if aged) with their gardens and home help.

Montessori Academy supports requests from local schools and other associations to present opportunities to families and involvement in their activities.

Complaints from neighbours are very rare, however, when received they are taken seriously and resolved in a positive manner. The company's internal risk and governance management processes ensure that these issues are brought to the attention of the Management Team.

### **Noise Management**

Montessori Academy will follow recommendations by the Association of Australian Acoustical Consultants as prescribed within the AAAC Guideline for Child Care Centre Acoustic Assessment 2010.

Montessori Academy will –

- Implement a separate daily program for both the warmer and cooler months should be established to regulate the total time spent outdoors and indoors (as detailed above).
- Display the outdoor play program and ensure that this is made publicly available to parents and neighbours.

- Ensure that a contact phone number for the Centre's Management is made available to neighbours to facilitate communication and to resolve any neighbourhood issues which may arise due to operation of the Centre.
- Ensure that staff are made aware of the need to minimise noise to the neighbouring residences
- Ensure that children who are or become unsettled and are crying whilst outdoors will be comforted immediately and if still crying will be encouraged to go inside with an educator to be comforted
- Ensure the supervision of children playing in the outdoor areas and make every attempt to encourage children not to make unreasonable noise
- Follow the supervision plans established by Centre Management to ensure that the children are effectively and efficiently supervised and monitored at all time.
- Ensure that parents and guardians are informed of the importance of noise minimisation when entering the site, dropping off or picking up children.
- Will make every effort to ensure that amplified music is avoided to meet the noise criteria.
- Ensure that where safe, possible, and appropriate, the doors of indoor playrooms may remain open when in use.
- Ensure that where safe, possible, and appropriate, the windows of indoor playrooms remain closed during use.

## 19. Administration

In addition to the onsite staff, the centre has accessed to a central head office which provides administration, technical, accounting, human resource and general management resources to the Centre as required.



This ensures that centres can operate with less onsite staff, in addition to the centres having access to highly skilled specialists to ensure that the centre operates at maximum professionalism and efficiency.

## 20. Security and Safety

The centre has the following security measures in place:

- Surrounding child-proof fences and gates
- Security cameras and CCTV – external and internal
- Back to base alarms.
- Swipe card access to all staff and parents to the centre.

Annexure “A” – Section 3, lists the existing policies relating to the safety and security of our centres, including Emergency Evacuation, Lockdown and Supervision of Children Policies. Copies of specific policies can be provided if required.

**Education and Care Services National Regulations** – Part 4.1, Division 1, Regulations 77 – 96.

## 21. Sales and Marketing

The Centre’s sales and marketing plan may include the following avenues for publicising the centre:

- Banners
- Site advertising
- Bulk advertising – e.g. flyers
- Internet/web page
- Centre opening
- Newsletters

## Annexures

## Annexure A

### **Quality Area 1 – Educational Program and Practice Contents**

- 1.1 - Philosophy
- 1.2 – Education and Curriculum Policy
- 1.3 – Transitions Policy
- 1.3A – Transitioning between rooms form
- 1.4 – NQF Overview
- 1-5- Excursion policy
- Daily Routine: 0-2 room
- Daily Routine: 2-3 room
- Daily Routine: 3-6 room

### **Quality Area 2 – Children’s Health and Safety**

- 2.1 – Child Protection Policy
- 2.2 - Medication Policy
- 2.2A – Medication Register
- 2.2B – Monthly Medication Checklist
- 2.3 – Medical Conditions Policy
- 2.3A – Risk Minimisation and Communication Plan
- 2.3B – Epilepsy Management Plan
- 2.3C – Anaphylaxis Epipen Personal Action Plan
- 2.3D – Allergic Reactions Action Plan
- 2.3E – Anaphylaxis Epipen General Action Plan Poster
- 2.4 – Dealing with Infectious Diseases Policy
- 2.4A – Disease Notification advised by NSW Health
- 2.5 – Food Safety Policy
- 2.5A – Receiving food safely guide
- 2.5B – KGF Receivables checklist template

- 2.6 - Gloves Policy
- 2.7 – Nutrition Policy
- 2.8 – Clothing and footwear Policy
- 2.9 – Dental Health Policy
- 2.10 – Safe Sleep and Rest Time Policy
- 2.11 – Nappy Change Policy and Procedure
- 2.11A- Nappy Change Compliance
- 2.11B – Nappy Change Poster
- 2.12 – Hygiene and Infection Control Policy
- 2.13 – Safe Storage of Dangerous Goods Policy
- 2.13A – First Aid Action Plan on Dangerous Products
- 2.14 – Incident, Injury, Trauma and Illness Policy
- 2.14A – Incident, Injury, Trauma and Illness Record
- 2.14B – Internal Report Template
- 2.14C – Witness Statement Template
- 2.15 – Toileting Procedure
- 2.16 – Supervision of Children Policy
- 2.17 – Emergency Evacuation Policy
- 2.17A – Emergency Evacuation Procedure
- 2.17B – Emergency Evacuation Record Form
- 2.17C – Lockdown Policy
- 2.17D – Lockdown Practice Form
- 2.17E – Lockdown Procedure
- 2.18 – Child Arrival, Departure and Access Policy
- 2.19 – Sun Protection Policy
- 2.20 – Late and Non-Collection of Children Policy
- 2.21 – Tobacco, Drug and Alcohol Policy
- 2.22 – Water Safety Policy
- 2.23 – Providing a Child Safe Environment Policy
- 2.24 – Death of a Child Policy
- 2.25 – Head Lice Policy

2.26 – Bottle Safety and Preparation Policy  
2.26A – Bottle Preparation Procedure  
2.27 – Dummy Policy  
2.28 – Excursion Risk Management Plan Template  
KGF Food Safety Certificate  
KGF HACCP  
Cot Room Check

### **Quality Area 3 – Physical Environment Policy Contents**

3.1 - Sustainability Statement  
3.2 - Environmental Sustainability Policy  
3.3- Cleaning and Maintaining the Environment Policy  
3.4 – The Indoor and Outdoor Environment  
3.4A – Poisonous Plants to Avoid fact sheet  
3.5 – Guidelines for ordering equipment  
3.5A – Purchase Request Spreadsheet  
3.6 – Animals in the Environment Policy  
3.7 – Sandpit Policy  
3.8 – Maintenance Policy  
3.9 – Waste Management Plan

### **Quality Area 4 – Staffing Arrangements Contents**

4.1 – Staff Handbook  
4.2 – Student Volunteer Policy  
4.2A – Student Volunteer Handbook  
4.3 – ECA Code of Ethics (2016)  
4.4 – Code of Conduct Policy  
4.5 – Staffing Requirements Checklist  
4.6 – Ratio and Qualification Requirements

- 4.7 – Staff Dress Code Policy
- 4.8 – Staff Sick Leave and Carers Policy
- 4.9 – Harassment and Bullying Policy
- 4.10 – Privacy Policy
- 4.11 – Staff WH&S Policy
- 4.11(a) – Procedure for reporting staff injuries or incidents
- 4.12 – Opening and Closing the Centre Policy
- 4.13 – Job Descriptions

### **Quality Area 5 – Relationships with Children Contents**

- 5.1 – Interactions with Children Policy
- 5.2 – Behaviour Guidance Policy
- 5.3 – Extreme Behaviour Policy
- 5.4 – Inclusion and Equity Policy
- 5.5 – Convention on the rights of the child

### **Quality Area 6 – Collaborative Partnerships with Families and Communities**

- 6.1 - Enrolment and Orientation Policy
- 6.2 - Family Participation and Communication Policy
- 6.3 - Dealing with Complaints Policy
- 6.4 - Parent Code of Conduct
- 6.5 - Acceptance and Refusal of Authorisation
- 6.6 - Insurance Policy
- 6.7 - Parent Handbook
- 6.8 – Car Park Policy
- Breastfeeding Support Plan

### **Quality Area 7 – Leadership and service management**



7.9 – Written Communication Policy  
7.10 – Dealing with Complaints Policy  
7.10A – Grievance Complaints Register  
7.12 – Attachment - Management Structure Template  
7.13- Montessori Academy work based Child Care Policy  
7.14 – Privacy Policy  
7.15 – Harassment and Bullying Policy 2016 update  
7.16 – Acceptable use of computers, internet and email policy  
7.32 - CCTV Policy and procedure  
7.38 - New Staff Checklist  
Convention on the rights of the child  
Student volunteer handbook

## **WHS Policies**

8.1 – WH&S Policy  
8.1B – WH&S Representative Nomination Form  
8.2 – Indoor Daily Safety Checklist  
8.3 – Outdoor Daily Safety Checklist  
8.4 – WH&S Quarterly Workplace Checklist  
8.5 – Hazard Identification Form  
8.6 – Manual Handling and Carrying Children Policy  
8.6B – Manual Handling Procedure  
8.7 – Risk Management Procedures  
8.8 – Risk Management Plan Template  
8.9 Procedure when Tradesmen, Contractors or Handymen visit the service  
8.10 – Staff Pregnancy Policy  
Safe lifting for childcare workers poster  
Safe lifting poster

## Annexure B

### 3.9 – Waste Management Plan

**Aim:** To ensure that centre waste is properly and safely disposed of in accordance with local government regulations, workplace health and safety policies and environmental guidelines.

**Reason:** Proper rubbish removal and waste management is an important aspect of the day to day operations of a child care centre. Waste must be held and disposed of in a manner which is safe to children, staff and families, does not impact negatively on the community and has regard to the environment. Waste management practises must also comply with relevant local government regulations, other centre policies and work place health and safety guidelines.

#### Internal Rubbish Bins

- Use separate garbage containers in the nappy change (must be covered bin), bathrooms, kitchen and play areas.
- Ensure indoor garbage containers are waterproof and have a tightly fitting lid.
- Line indoor garbage containers with appropriate bin liners.
- Empty daily at a minimum unless required more frequently and insert new liners.
- Clean indoor garbage containers weekly.

#### Nappy Disposal

- Disposable nappies must be disposed of immediately.
- They are to be placed in the covered bin, besides the nappy change table. The bin then needs to be removed and placed in the external waste bin, making it inaccessible to children.
- The nappy change bin needs to be emptied after a series of nappy changes or after an individual nappy change that is a bowel movement.
- All Nappies are to be placed in plastic bags that are tied or otherwise sealed appropriately.

#### External Waste Management

Local Governments can have varying requirements for waste removal. Some allow for Council bins to be utilised, others require commercial waste management services to be used or a mixture of both. It will be necessary to determine the best waste removal option that works in a particular local government area.

In those locations that require commercial waste collection, Montessori Academy utilise Remondis. Remondis will assist in calculation of suitable bin size based upon centre size. Our normal collection frequency is weekly.

Our usual contact details at Remondis are:

REMONDIS Australia Pty Ltd

**Katie Attewell**

Major Account Manager

REMONDIS Australia Pty Ltd

32-36 Christie Street // St Marys NSW 2760 // Australia

T 13 73 73 // F +61 02 9833 2906 // M +61 477 288 009

[www.remondis.com.au](http://www.remondis.com.au)

[Katie.Attewell@remondis.com.au](mailto:Katie.Attewell@remondis.com.au)

### **Practice, Cleanliness and Hygiene**

- All boxes should be broken down prior to placing in bins.
- All decomposable rubbish should be tied or sealed bags.
- Keep outdoor garbage area clean.
- Do not place rubbish outside unless it will fit into the bin.
- Clean outdoor garbage container if there has been a spill.
- Monitor external waste bin and area for signs of pests and rodents and odours.
- Report any sign of pest build up or infestation to cleaner to provide a complete clean of the rubbish area.
- Report odorous bins that cannot be effectively cleaned or damaged bins to Remondis and request replacement.
- If Remondis bin is complete prior to regular weekly collection date, contact the facilities team to arrange for interim collection.
- Ensure Remondis is aware of any special needs of local community and neighbours when collecting rubbish.
- Hands should be cleaned after any handling of garbage.

### **Environmental Sustainability**

- Our educators will model sustainable practices by embedding sustainability into all aspects of the daily running of our service operations including:

- recycling materials for curriculum and learning activities
- minimising waste and effectively using service resources
- turning off equipment and lights when not in use
- Using the least hazardous cleaning substance appropriate for the situation, for example, ordinary detergent for cleaning dirt from tables and other surfaces.
- Where possible, composting
- where possible, maintaining a worm farm
- maintaining a no dig vegetable/herb garden
- Incorporating water wise strategies such as drip irrigation and ensuring taps are turned off and leaks fixed.
- where possible, using food that we have grown in meals on our weekly menu
- implementing environmentally friendly pest management

### **Specific Centre Requirements**

- Any specific requirements that may occur from centre to centre should be added to this policy for that centre.

**Source:** Montessori Academy

## Annexure C

### 6.8 - Car Park Policy

**Aim:** To ensure the safety and well being of children, their families, staff and visitors, when using Montessori Academy car parking facilities, including street parking.

**Reason:** The car parking facilities are used by families, children, staff and visitors to the centre. When vehicles are continuously entering, parking their vehicle and exiting the car park, particularly in peak periods, it can pose a safety issue for the users of the car park. Therefore, it is necessary that procedures are followed for safety reasons and out of courtesy for all users of the car parking facilities.

#### **Procedures for families when car park facilities are located within centre premises:**

- Ensure that the vehicle is parked strictly in allocated parking bays. This includes parking within parking bay lines, ensuring the vehicle does not cross over the parking bay lines or double parking.
- Obey any signage and markings within the car park.
- Ensure that adults and child/ren are entering or exiting the vehicle only when the vehicle is at a complete stop and parked in an allocated parking bay.
- Ensure that when driving in the car park that the speed limit of 10 kph is adhered to.
- Where centre car park has separate entries and exits, vehicles must enter and exit the driveway in a forward direction.
- Ensure that vehicles are entering and exiting the car park using the correct entry and exit points.
- Be aware of pedestrians (especially children) using the car park when entering or exiting the car park and parking the vehicle,
- **Ensure that no children are left in the vehicle when it is unattended. This is illegal and children can be exposed to heat stress, dehydration, car thieves, playing with car controls etc.**
- At all times, ensure that child/ren are supervised (preferably by holding the child's hand) when in the car park.
- Ensure that drop off and collection times are carried out efficiently to ensure parking spots are available to other families. Should a parent or visitor plan to remain at the centre for over 15 minutes during peak periods i.e. 7.30am-9.30am and 3.00-5.30pm, they may be required to park their vehicle outside the car park to ensure there are adequate parking spots for other users.

- Whenever children are in a car, they should be safely buckled-up in [child car seats](#) that are correct for each child's age and size. [Authorised Restraint Fitting Stations](#) offer expert help on fitting and adjusting child car seats.
- Any parent found to be driving dangerously can be excluded from using the car park and if deemed serious enough can be requested to leave the centre.

**Procedures for families when car park facilities are located outside or adjacent to centre premises:**

- Ensure that the vehicle is strictly parked in allocated parking bay following the legal parking requirement/s outlined on street/parking signage.
- Montessori Academy accepts no liability for families and/or visitors that receive parking and/or traffic infringements.
- Ensure that adults and child/ren are entering or exiting the vehicle only when the vehicle is at a complete stop and parked in an allocated parking bay.
- Be aware, when entering or exiting the car park and parking the vehicle, of pedestrians (especially children) using the car park, entering and exiting their vehicles and/or the centre.
- Ensure that local speed limits are observed.
- **Ensure that no children are left in the vehicle when it is unattended. This is illegal and children can be exposed to heat stress, dehydration, car thieves, playing with car controls, etc.**
- At all times, ensure that child/ren are supervised when in the parking area.
- At all times, ensure that child/ren are supervised (preferably by holding the child's hand) when in the parking area.
- Ensure that drop off and collection times are carried out efficiently to ensure parking spots are available to other families, residents and other road users.
- Whenever children are in a car, they should be safely buckled-up in [child car seats](#) that are correct for each child's age and size. [Authorised Restraint Fitting Stations](#) offer expert help on fitting and adjusting child car seats.
- Be mindful of residents when arriving or leaving the centre. Please consider the following:
  - Not blocking driveways or parking too close to driveways.
  - Not always taking the same parking spots. Try and use a variety of spots.
  - Keep noise to a minimum.
  - Be as fast as possible in picking up and dropping off.
- Any parent found to be driving dangerously can be excluded from using the car park and if deemed serious enough can be requested to leave the centre.

**Procedures for Staff:**

- Services with onsite parking will have designated car parking spaces for staff members. These spaces will be clearly marked with the words "Montessori Academy" or "Staff".
- Staff members are expected to park within these allocated spaces.
- Staff members must not park in spaces designated for families or visitors.
- Please be mindful of residents when parking your vehicle for the duration of your shift. Remember the following:
  - Not blocking driveways or parking too close to driveways.
  - Not always taking the same parking spots. Try and use a variety of spots.
  - Keep noise to a minimum.

**Source:**

- Montessori Academy
- Passenger Safety – Children - Staying Safe – NSW Centre for Road Safety

<http://roadsafety.transport.nsw.gov.au/stayingsafe/children/index.html>



## Annexure D

### 6.2 - Family participation and communication 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 with 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 Montessori Academy is an important part of making the service a true 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.

#### GOALS - What are we going to do?

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

#### STRATEGIES - How will it be done?

#### Approved Provider will:

- Ensure that parents may enter Montessori Academy at any time unless such entry would pose a risk to the safety of children/educators or breach court orders regarding access to children.
- Ensure that educators provide information to families regarding the content and operation of the educational program; in relation to their child and that a copy of the educational program is available for inspection at Montessori Academy.

- Ensure that families have access to documents regarding the assessment of the child's developmental needs, interests, experiences and participation in the educational program and assessments of the child's progress against the outcomes of the educational program.
- Ensure that a weekly menu which accurately describes the food and beverages provided each day is displayed in a place accessible to parents.
- Ensure that parents are notified of any incident, injury, trauma or illness that occurs involving their child whilst at Montessori Academy.
- Ensure that administrative spaces are adequate for the purpose of consulting with parents and for conducting private conversations.
- Ensure that parents are notified of changes to policies or fees and given adequate notice as per the *Education and Care Services National Regulations 2011*.
- Ensure that a copy of the *Education and Care Services National Regulations 2011* is available for parents to access.
- Ensure that the enrolment and orientation process provides families with information about the philosophy, policies and practices of Montessori Academy prior to children's first attendance at the service.

**The Nominated Supervisor will:**

- Ensure that a weekly menu which accurately describes the food and beverages provided each day is displayed in a place accessible to parents.
- 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 Montessori Academy 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 enrolment and orientation procedures that ensures families are provided with information about the philosophy, policies and practices of Montessori Academy prior to children's first attendance at the service.

**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 Montessori Academy 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 Montessori Academy.
- Value parents as the first and most important educator in their child's life, seeking to share the parent's understandings, knowledge and preferences for their child and seeking to balance individual needs with practice in Montessori Academy.
- Recognise that because 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 and prepare documentation in a way that is readily understandable to the parents of the child and to other educators.

**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 Montessori Academy.
- Be encouraged to attend children's excursions to help meet required ratios and 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 friendships in the local community. Educators will be encouraged to attend these events.

**EVALUATION**

Families feel valued and welcomed as the first and most important educator in their child's life. Continuous improvement in the education and care setting is occurring because collaboration, clear communication, reflection, constructive feedback and positive relationships are fostered between all participants.

**Sources**

- Guide to the National Quality Standard (3) ACECQA (2011)
- Raising Children Network – Involving parents in school and childcare - [http://raisingchildren.net.au/articles/involving\\_parents\\_in\\_school\\_and\\_childcare.html](http://raisingchildren.net.au/articles/involving_parents_in_school_and_childcare.html)
- *Community Child Care Co-operative (NSW).*

»»Links to Education and Care Services National Regulations 2011: 75, 76, 80, 86, 111, 157, 172, 185

»»Links to National Quality Standards/Elements: 1.1, 1.1.4, 2.1.4, 2.3.3, 2.3.4, 3.1, 6.1, 6.2, 7.1.1, 7.2, 7.3.5

## Annexure E

### 6.3 – Dealing with Complaints

Montessori Academy will investigate all complaints and grievances fairly and document in a timely manner. Complaints or grievances may be received from anyone who encounters Montessori Academy Services including parents/guardians, volunteers, students, members of the local community and other agencies.

#### Relevant Legislation

Education and Care Services National Law Act 2010: Section 174(2)(b)

Education and Care Services National Regulations 2011: Regulations 168(2)(o) and 176(2)(b)

National Quality Standard, Quality Area 7: Leadership and Service Management

The terms defined in this section relate specifically to this policy.

#### *Definitions*

**Complaint:** (In relation to this policy) a complaint is defined as an issue of a minor nature that can be resolved promptly or within 24 hours, and does not require a detailed investigation. Complaints include an expression of displeasure, such as poor service, and any verbal or written complaint directly related to the service (including general and notifiable complaints).

Complaints do not include industrial or employment matters, work health and safety matters (unless related to the safety of the children) and issues related to the legal business entity.

**Complaints and Grievances Register:** (In relation to this policy) records information about complaints and grievances received at the service, together with a record of the outcomes. This register will be kept in a secure file, accessible only to the Nominated Supervisors and Managers. The register can provide valuable information to the General Manager on meeting the needs of children and families at the service.

**General complaint:** A general complaint may address any aspect of the service e.g. a lost clothing item or the service's fees. Services do not have to inform ECECD, but the complaint must be dealt with as soon as is practicable to avoid escalation of the issue.

**Grievance:** A grievance is a formal statement of complaint that cannot be addressed immediately and involves matters of a more serious nature e.g. the service is in breach of a policy or the service did not meet the care expectations of a family.

**Notifiable complaint:** A complaint that alleges a breach of the Law or Regulation, 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 and the Regulatory Authority within 24 hours of the complaint being made (Section 174(2)(b), Regulation 176(2)(b)). If the Approved Provider is unsure whether the matter is a notifiable complaint, it is good practice to contact ECECD for confirmation. Written reports to ECECD 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 member reporting the notifiable complaint
- any other relevant information.

Written notification of complaints must be submitted using the online NQA-ITS portal which can be accessed on the ACECQA website: [www.cecqa.gov.au](http://www.cecqa.gov.au)

**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). A serious incident should be documented in an Incident, Injury, Trauma and Illness Record (sample form available on the ACECQA website) as soon as possible and within 24 hours of the incident. The Regulatory Authority (ECECD) must be notified 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.

**The Approved Provider (or delegate) is responsible for:**

- being familiar with the Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011, service policies, and complaints and grievances policy and procedures
- identifying, preventing and addressing potential concerns before they become formal complaints/grievances

- ensuring that the name and telephone number of the person at the education and care service to whom complaints may be addressed are displayed prominently at the main entrance of the service (Regulation 173(2)(b))
- ensuring that the contact details of the Regulatory Authority are displayed prominently at the main entrance of the service (Regulation 173(2)(e))
- advising parents/guardians and any other new members of the complaints and grievances policy and procedures upon enrolment or employment
- ensuring that this policy is available for inspection at the service at all times (Regulation 171)
- being aware of, and committed to, the principles of communicating and sharing information with service employees, members and volunteers
- responding to all complaints and grievances in the most appropriate manner and at the earliest opportunity
- treating all complainants fairly and equitably
- providing a Complaints and Grievances Register (refer to Definitions) and ensuring that complaints and grievances are recorded along with outcomes
- maintaining confidentiality at all times
- referring notifiable complaints (refer to Definitions), grievances (refer to Definitions) or complaints that are unable to be resolved appropriately and in a timely manner to the Management Team
- informing the Regulatory Authority in writing within 24 hours of receiving a notifiable complaint (refer to Definitions) (Act 174(4), Regulation 176(2)(b))
- receiving recommendations from the Management Team and taking appropriate action.

**Parents/guardians are responsible for:**

- raising a complaint directly with the person involved, to resolve the matter without recourse to the complaints and grievances procedures
- communicating verbally or written any concerns relating to the management or operation of the service as soon as is practicable
- raising any unresolved issues or serious concerns directly with the Nominated Supervisor, Director or General Manager
- maintaining complete confidentiality at all times
- co-operating with requests to meet with the relevant Manager and/or provide relevant information when requested in relation to complaints and grievances.



Volunteers and students, while at the service, are responsible for following this policy and its procedures.

**Educators who receive a grievance:**

- listen to the person making the grievance, maintaining professionalism and integrity at all times
- inform them you will pass this grievance onto the Nominated Supervisor for investigation

**Nominated Supervisors/Centre Managers who receive a general complaint or complaint:**

- respond to and resolve issues as they arise where practicable
- maintaining professionalism and integrity at all times
- informing complainants of the service's Complaints Policy
- maintaining confidentiality at all times
- discussing minor complaints directly with the party involved as a first step towards resolution (the parties are encouraged to discuss the matter professionally and openly work together to achieve a desired outcome)
- inform the Area Manager; Senior Area Manager or General Manager of the issue/s that have arisen and the outcome
- recording all complaints and grievances in the *Complaints and Grievances Register* (refer to *Definitions*)
- notify the Management Team if the complaint escalates and becomes a grievance (refer to *Definitions*), is a notifiable complaint (refer to *Definitions*) or is unable to be resolved appropriately in a timely manner
- providing information as requested by the Management Team e.g. written reports relating to the grievance
- working co-operatively with the Management Team and ECECD in any investigations related to Montessori Academy, its programs or staff.

**Sources**

Education and Care Services National Regulations (regulation 168 (2) (a)(iii))

National Quality Standard 7

ACECQA: [www.acecqa.gov.au](http://www.acecqa.gov.au)

## Grievance and Complaints Form

Name of Complainant:

Date:

Address:

Phone Number:

Complaint Received by:

- ☐ Telephone
- ☐ Letter or email (copy should be attached)
- ☐ In person
- ☐ Other (please specify)

Details of the Complaint (attach pages if there is insufficient space below):

- 
- 
- 
- 
- 

Action to be taken:

- 1.
- 2.
- 3.
- 4.
- 5.

Outcome & Follow-Up:

- 
- 
- 

Name & Signature of Complainant:

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Name & Signature of Director:

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## Annexure F

### 6.4 - Family Involvement In Evaluation Of Their Child's Progress

**Aim:** For families to be involved in their children's progression at Montessori Academy

**Reason:** Montessori Academy realises that the child's parent/family is the child's most influential teacher and including the family in the child's progression can further extend the child's development.

**Procedure:** At Montessori Academy we have several methods implemented to enable and ensure that families are aware of their child's progression. This occurs through:

- The general communication book
- Individual communication book
- Group parent meetings
- Individual parent meetings
- Half-yearly and yearly report cards
- Appointments for individual teacher meetings
- Verbal communication on a daily basis
- Our newsletters
- The parent handbook
- Children's portfolios

After individual teacher meetings, staff need to follow any issues or points raised. Any suggestions which may have been made by the parent need to be followed up by the staff member, and also in the centre's program also.

Staff encourage families to be involved in regular evaluation of their child's progress. Staff ask that families read the daily diary on a daily basis and regularly read their child's individual observations/evaluations. Families are then asked to evaluate their child's progress by writing their evaluation in their child's observation/evaluation sheets.

Parents should be encouraged to come and take part in the program, such as a group time presentation or story times.

**Reference:** Early Years Learning Framework. Council of Australian Governments. 2009.

## Annexure G

### 6.5 - Family Involvement Policy

**Aim:** For families to be involved in the centre's program.

**Reason:** With diverse families enrolled at Montessori Academy, the centre can utilise families to share their talents, interests and professions in the program.

**Procedure:** Parents are encouraged to participate in the activities of the Centre, e.g. communicate to staff in the diaries provided for you and your child, attend excursions/incursions and join in celebrations. If anyone has a little time to volunteer an hour or so to assist us with activities for the children such as multicultural activities, reading, playing an instrument or repairing toys and equipment, you are most welcome to come and discuss your skills and availability with the staff.

Special religious, medical or cultural requirements (e.g. diet, celebrations or medical) must be notified by parents at the time of enrolment of the child into the Centre so that these requirements can be considered in the program.

Parents are invited to participate in the formulation of curriculum guidelines for the Centre by passing on ideas to staff verbally and in writing. Questionnaires will be circulated throughout the year giving parents the opportunity to comment on the program offered at the Montessori Academy.

Parents are invited to be involved in policy development and review through reading policies and making suggestions.

**Reference:** Education and Care Services National Regulations 2011

## Annexure H

### 2.17 - EMERGENCY EVACUATION POLICY

#### PURPOSE

This policy will provide a framework for:

- the development of specific emergency and evacuation procedures, practices and guidelines at Montessori Academy Services
- raising the awareness of everyone attending Montessori Academy Services about potential emergency situations and appropriate responses.

#### POLICY STATEMENT

##### *Values*

Montessori Academy is committed to:

- providing a safe environment for all children, staff and persons participating in programs at Montessori Academy.
- having a plan to manage emergency situations in a way that reduces risk to those present on the premises
- ensuring effective procedures are in place to manage emergency incidents at the service
- ensuring an appropriate response during and following emergency incidents to meet the needs of the children, their families, staff and others at the service.

##### *Scope*

This policy applies to the Approved Provider, Nominated Supervisor, Certified Supervisor, educators, staff, students on placement, volunteers, parents/guardians, children and others attending the programs and activities of Montessori Academy, including during offsite excursions and activities.

#### Background and legislation

##### *Background*

The Education and Care Services National Regulations 2011 define an emergency in relation to an education and care service as any situation or event that poses an imminent or severe risk to the persons at the service premises e.g. flood, fire or a situation that requires the service premises to be locked down.

Comprehensive emergency management includes prevention, preparedness, response and recovery. Services are required to have policies and procedures in place detailing what needs to

be done in an emergency, including an emergency and evacuation floor plan. These policies and procedures must be based on a risk assessment that identifies potential emergencies relevant to the service (Regulation 97).

### *Legislation and standard*

Relevant legislation and standards include but are not limited to:

- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations 2011: Regulations 97, 98, 168(2)(e)
- National Quality Standard, Quality Area 2: Children's Health and Safety, Standard 2.3: Each child is protected; Element 2.3.3 – Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented
- Occupational Health and Safety Act 2004

## **Definitions**

The terms defined in this section relate specifically to this policy.

*Attendance record:* Kept by the service to record details of each child attending the service including name, time of arrival and departure, signature of person delivering and collecting the child or of the Nominated Supervisor or educator (Regulation 158(1)).

NSW Rural Fire Service (NSW RFS): The NSW Rural Fire Service (NSW RFS) is the world's largest volunteer fire service. Their members provide fire and emergency services to approximately 95 percent of NSW. NSW RFS members attend a range of incidents and activities:

- Bush and grass fires
- House and structure fires
- Storm damage
- Search and rescue
- Motor vehicle accidents
- Community education
- Bush fire mitigation.

The responsibilities of the NSW RFS are set out under the [Rural Fires Act 1997](#).

*Duty of care:* A common law concept that refers to the responsibilities of organisations to provide people with an adequate level of protection against harm and all reasonable foreseeable risk of injury.

*Emergency:* Includes any situation or event that poses an imminent or severe risk to the persons at the education and care service premises e.g. flood, fire or a situation that requires the service premises to be locked down (National Regulations, page 5).

*Hazard:* A source or situation with a potential for harm in terms of human injury or ill health, damage to property, damage to the environment or a combination of these.

Incident, Injury, Trauma and Illness Record: Contains details of any incident, injury, trauma or illness that occurs while the child is being educated and cared for by the service. Any incident, injury, trauma or illness must be recorded as soon as is practicable but not later than 24 hours after the occurrence.

*Notifiable incident:* An incident involving workplace health and safety that is required by law to be reported to WorkCover NSW. Notification is required for incidents that result in death or serious injury/illness, or dangerous occurrences. For a complete list of incidents that must be reported to WorkCover NSW, refer to the Incident, Injury, Trauma and Illness Policy.

*Risk management:* A structured approach to managing uncertainty related to a threat; a sequence of activities including the identification, assessment and prioritisation of risks followed by co-ordinated and economical application of resources to minimise, monitor and control the probability and/or impact of those risks.

*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).

A serious incident should be documented in an Incident, Injury, Trauma and Illness Record (sample form available on the ACECQA website) as soon as possible and within 24 hours of the incident.

The Regulatory Authority (ECECD) must be notified 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.

*State of emergency:* A situation in which the government is granted special powers, by constitutional or legal provision, to deal with a perceived threat to law and order, or public safety.

Workcover NSW: WorkCover's role is to assist in securing the health, safety and welfare of workers in NSW (<https://www.workcover.nsw.gov.au/>)

## PROCEDURES

### The Approved Provider is responsible for:

- Ensuring that plans to effectively manage incidents and emergencies are developed in consultation with the relevant authorities, practised, implemented and regularly reviewed.
- conducting a risk assessment to identify potential emergencies that the service may encounter (Regulation 97(2))

- developing instructions for what must be done in the event of an emergency (Regulation 97(1)(a))
- developing an emergency and evacuation floor plan (Regulation 97(1)(b))
- ensuring that the emergency and evacuation procedures are rehearsed at least once every 3 months by all at the service (Regulation 97(3)(a))
- ensuring that the rehearsals of the emergency and evacuation procedures are documented (Regulation 97(3)(b))
- ensuring that a copy of the emergency and evacuation floor plan and instructions are displayed in a prominent position near each exit at the service premises (Regulation 97(4))
- ensuring that those working at, or attending the service, have access to a phone or similar for immediate communication with parents/guardians and emergency services (Regulation 98), and that phone numbers of emergency services are displayed in each room of the service, near the phone
- identifying potential onsite hazards and taking action to manage and minimise risk
- ensuring all infrastructure and service equipment are regularly checked for condition and maintenance, including emergency exit lighting
- ensuring the location of first aid kits, fire extinguishers and other emergency equipment are clearly signposted
- ensuring all emergency equipment is maintained on a regular basis in accordance with requirements specified by regulations, such as the Australian Standards Building Code e.g. fire extinguishers, smoke detectors, evacuation kits, sprinkler systems and alarm or duress systems
- providing a fully-equipped portable first aid kit
- developing a regular training schedule for staff to ensure that they are able to deal with emergency situations e.g. first aid, emergency management and WHS training
- regularly reviewing, evaluating and updating emergency management plans, manuals and procedures (at least annually or following an emergency incident)
- developing procedures to debrief staff following emergency incidents
- conducting spot checks of documentation and practices to ensure all requirements of this policy are being complied with
- notifying ECECD in writing within 24 hours of a serious incident (refer to Definitions)
- completing the Incident, Injury, Trauma and Illness Record (refer to Definitions) where required
- notifying ECECD within 7 days of an incident that required the service to be closed, or a circumstance that posed a significant risk to the health, safety or wellbeing of a child attending the service (National Law: Section 174(2)(c); Regulations: 175(2)(b)&(c), 176)



- reporting notifiable incidents (refer to Definitions) in the workplace to Workcover NSW
- engaging with Fire and Rescue NSW and/or NSW RFS regarding fire safety awareness and training for the service, including demonstrations of fire equipment, basic fire safety, smoke alarm, fire blankets and escape plans
- identifying staff and children requiring additional assistance in the event of an emergency
- ensuring that emergency contact details are provided on each child's enrolment form and that these are kept up to date
- ensuring that an attendance record (refer to Definitions) is maintained to account for all children and staff attending the service
- keeping a written record of all visitors to the service, including time of arrival and departure
- ensuring all staff, parents/guardians, children, volunteers and students on placement understand the procedures to follow in the event of an emergency
- ensuring there are induction procedures in place to inform new staff, including casual or relief staff, of the emergency and evacuation policy and procedures
- ensuring all staff, parents/guardians, children, volunteers, students on placement and others attending the service are accounted for in the event of an evacuation
- developing procedures to deal with loss of critical functions, such as power/water shut off.

### **The Nominated Supervisor is responsible for:**

- ensuring that the emergency and evacuation floor plan is displayed in prominent positions and that all parents/guardians, volunteers, contract staff and relief staff are briefed and aware of the procedures
- ensuring that children are adequately supervised at all times and protected from hazards and harm (refer to Supervision of Children Policy)
- ensuring that the Emergency Evacuation Plan is followed in the event of an emergency
- testing alarms and communication systems regularly
- informing the Area Manager and Approved Provider of any serious or notifiable incidents (refer to Definitions) that must be reported to ECECD or Workcover NSW.

### **Service Supervisors and other educators are responsible for:**

- implementing the procedures and responsibilities in this policy and the service's Emergency Evacuation Plan

- supervising the children in their care and protecting them from hazards and harm (refer to Supervision of Children Policy)
- providing support to children before, during and after emergencies
- checking that the attendance record (refer to Definitions) is completed at the beginning and end of each day
- checking that the emergency evacuation procedure is displayed in prominent positions and that all attending the service are made aware of these
- rehearsing emergency evacuation procedures with the children at least once every 3 months (or more often, as required) and ensuring that these are documented
- providing feedback regarding the effectiveness of emergency and evacuation procedures to inform policy, procedures and manuals etc.
- completing the Incident, Injury, Trauma and Illness Record, as required
- informing the Nominated Supervisor and/or Area Manager about any serious incidents or notifiable incidents (refer to Definitions) at the service
- attending first aid, emergency management and WHS training, as required
- communicating with parents about emergency procedures
- raising children's awareness about potential emergency situations and appropriate responses.

**Parents/guardians are responsible for:**

- familiarising themselves with the service's emergency and evacuation policy and procedures and the service's Emergency Evacuation Plan
- ensuring they complete the attendance record (refer to Definitions) on delivery and collection of their children (refer to Child Arrival, Departure and Access Policy)
- providing emergency contact details on their child's enrolment form and ensuring that this is kept up to date
- reinforcing the service's emergency and evacuation procedures with their child
- following the directions of staff in the event of an emergency or when rehearsing emergency procedures.

**Volunteers, students and visitors, while at the service, are responsible for following this policy and its procedures.**

## EVALUATION

In order to assess whether the values and purposes of the policy have been achieved, the Approved Provider/Management Team will:

- review the policy to determine whether it adequately addresses a range of potential emergency situations
- regularly seek feedback from everyone affected by the policy regarding its effectiveness particularly following an emergency
- assess the ability of the Nominated Supervisor, Service Supervisors, educators, staff, children and others to follow the policy and procedures in the event of an emergency
- review procedures, including evacuation procedures, to determine their effectiveness, including timing and processes
- use information gained from spot checks and the Incident, Injury, Trauma and Illness Record to inform proposed changes to this policy
- revise the policy and procedures as part of the service's policy review cycle, or as required by legislation, research, policy and best practice
- consult with emergency services such as Fire and Rescue NSW, to ensure the policy and procedures meet current best practices
- notify parents/guardians at least 14 days before making any change to this policy or its procedures.

## Sources

- Education and Care Services National Regulations 2011
- Guide to the National Quality Standard
- Fire and Rescue NSW [www.fire.nsw.gov.au/](http://www.fire.nsw.gov.au/)
- NSW Rural Fire Services [www.rfs.nsw.gov.au/](http://www.rfs.nsw.gov.au/)
- Workcover NSW <https://www.workcover.nsw.gov.au>

## **2.17A Emergency Evacuation Procedure**

### **Role of Educators**

- Immediately when the alarm sounds (**3 whistle blows or via PA**) educators will return to the group with which they are working if it is safe to do so. Educators will then assist with the evacuation.
- Educators are to ensure that sign in/out rolls and emergency contact lists remain in the vicinity of that particular group of children at all times and if evacuation is required that a primary carer collect that roll and list in the process of evacuating children.
- After the alarm has been raised, group children and evacuate through the nearest exit to the designated safe area with the children's sign in/out roll and emergency contact lists.
- Primary carer to call roll and settle children.
- Supervise and reassure children.

### **Nominated Supervisor's Role:**

- Collect educator sign in book, a phone, and emergency contact list and evacuation bag.
- Use red phone to alert Staff on other levels
- Check toilets, kitchen, classrooms, cot room, and laundry and staff room
- Ring **000** as soon as possible.
- Follow children and other educators to designated area (see map)
- Oversee and check attendances of children, educators, volunteers, families and visitors.
- Supervise and reassure children.
- Complete the written record detailing the evacuation

## **2.17C - Lockdown Policy**

### **Quality Area 2: Children's health and safety**

Standard 2.3: Each child is protected

Element 2.3.1: Children are adequately supervised at all times.

Element 2.3.2: Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.

Element 2.3.3: Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

Element 2.3.4: Educators, coordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.

### **Planning for a service lockdown**

Not all emergency situations will require education and care services to evacuate from the premises. Some situations, such as the threat of a violent person or a police operation in the vicinity, may require the service to go into lockdown.

Examples of potential lockdown situations:

When there is a foreseeable threat of harm to staff, children or visitors caused by but not limited to the following -

- Severe weather
- Toxic/chemical spills
- Dangerous and/or threatening persons
- Unwanted/uninvited visitors
- Violent, intoxicated and/or drug affected persons
- Dangerous animals
- Unidentified external disturbance

Lockdown means that the education and care service locks all doors and windows and where possible, removes children, educators and other adults from view. These situations may take time to be resolved and locations should be selected to allow for easy access to kitchen, bathroom and nappy change facilities. These areas will need to allow for children to engage in small or large group experiences during the lockdown period.

### STEP ONE

Whoever finds or is made aware of the emergency sounds the alarm and notifies the Nominated Supervisor.

### STEP TWO

All educators and staff lock external doors and windows and close blinds or curtains where possible. All available adults are to assist with moving babies and younger children to the designated assembly point.

### STEP THREE

Where Police did not notify the education and care service of the emergency, the Nominated Supervisor on premises calls either:

- Landline – 000
- Mobile – 112

Stating name, address of the service and the nearest cross street.

### STEP FOUR

Delegated first aid person collects the emergency pack, mobile phone, emergency contact lists, staffs sign in sheets and children's attendance records (there may need to be a delegated first aid person for each room of the education and care service).

### STEP FIVE

Check attendance rolls. If a person is missing, advise the Nominated Supervisor as soon as possible.

### STEP SIX

All educators and staff support and supervise children's wellbeing until the situation is resolved.

### STEP SEVEN

Delegated first aid person administers first aid if necessary.

### STEP EIGHT

From the assembly point, the Nominated Supervisor continues to liaise with emergency services and other relevant agencies.

## STEP NINE

Delegated communications person contacts families or emergency contacts to notify them of the emergency. If advised, arrange for children's collection.

## STEP TEN

Remain in lockdown until advised of the all clear by emergency services.

### **When and how to ring an emergency service:**

To contact emergency services dial 000 from landlines or 112 from mobile phones. Be prepared for the information they may ask you by having the following information ready:

- A contact phone number
- Your name and the education and care service name;
- Your location - know your street address and the nearest cross road;
- Note any specific landmarks;
- The exact location of the emergency within your service – e.g. in the backyard;
- Best entrance to use;
- A brief description of the emergency; and
- The name of the person who will meet the emergency services

### **Power Cuts**

In the event of power failure the Nominated Supervisor should immediately try to determine if the failure is based at the centre or whether it covers a larger area.

The following procedures will be taken:

- Contact Mandy El-Kazzi or Melissa Waters (Facilities/Maintenance) and the Centre Area Manager, to inform them of the power failure.
- Mandy or Melissa to contact Power Company to determine the extent of loss and when power will be restored
- Children will remain inside if fallen power lines are near the centre
- If the power cut is expected to continue for some time then contact parent/ guardians to collect children. Children should be comforted and reassured. An SI01 form must be submitted to the Regulatory Authority within 24 hours of the power outage occurring resulting in the centre having to close [www.acecqa.gov.au/national-quality-agenda-it-system](http://www.acecqa.gov.au/national-quality-agenda-it-system)

- If the problem is within the centre, Mandy or Melissa will call an Electrician and arrange for the problem to be fixed.

## **Water Cuts**

In the event of water cuts the Nominated Supervisor should immediately contact the Sydney Water board and try to determine if the cuts are based at the centre or whether it covers a larger area.

The following procedures will be taken:

- Contact Mandy, Melissa and the Centre Area Manager.
- If the water cut is expected to be long term please notify Mandy, Melissa and your Area Manager.
- If the water cut is expected to continue for some time, contact parent/ guardians to collect children.
- Notify the Regulatory Authority and submit an NL01 form via NQA ITS [www.acecqa.gov.au/national-quality-agenda-it-system](http://www.acecqa.gov.au/national-quality-agenda-it-system) within 24 hours of the event occurring.

## **Emergency evacuation packs**

Emergency evacuation packs should be checked to ensure there are adequate and replenished supplies available should an emergency occur. Schedule monthly checks of emergency packs as part of the audit process for your first aid kit.

Emergency pack contents guide:

- A fully stocked portable first aid kit
- A site plan identifying exits from the building, safe spaces to shelter and assembly points
- Asthma inhalers, auto adrenalin injection devices and / or other emergency medications required by children and staff
- Bottled water and plastic cups
- Packet of biscuits or an easily transported snack
- Spare nappies, gloves, wipes, plastic bags and tissues
- Sunscreen
- Portable emergency contact sheet (laminated)



- A fully charged, working mobile phone
- A copy of the evacuation plan and procedure
- Some books or resources to entertain children (only if possible)

**Sources:**

- **Community Child Care Cooperative**
- **Education and Care Services National Regulations 2011**
- **ACECQA** [www.acecqa.gov.au](http://www.acecqa.gov.au)

**2.17D Lockdown Procedure****Nominated Supervisor/ Responsible Person in Charge's Role:**

- Sound the Air Horn 3 times and makes the following announcement

**(PA system can also be used)**

***"This is a lockdown"***

***"This is not a fire drill"***

***"Everyone is to stay in the classrooms, remain seated, keep calm and quiet"***

- Call 000 for emergency services
- If safe, accompany/direct emergency services to the location of the emergency
- After official declaration from police officer that the lockdown is over and service is no longer at risk, sound the air horn for 5 seconds or use PA to make following announcement:

***"The Lock Down has now ended. Everyone follow me and the educators in an orderly manner".***

- Complete the written record of the lockdown that occurred using Lockdown Practice Form.

**Role of Educators:**

- Close and lock all exterior doors and entrances.
- Children who are outdoors will be directed to immediately return to the classroom.

- Immediately lock all doors and windows, keeping all children inside one room on each level, and in a calm and controlled situation (e.g. reading stories)
- Educators do not need to take children across each level unless directed, or if the emergency is on that level.
- Staff need to record the names of children in the classroom and compare these names to classroom roll calls (if possible to access). Any missing and/or extra children are noted. Details are provided to police or emergency services department at the earliest opportunity.
- Only authorised persons should be allowed access to the service premises during lockdown i.e. Police, Fire brigade and/or Ambulance.
- Staff to remain in classroom on their designated level with children until they receive official notification from authorised person.

## Annexure I

### 2.18 - Sun Protection Policy

This Sun Protection Policy provides guidelines to:

- Ensure all children, educators and staff have some UV exposure for vitamin D.
- Ensure all children, educators and staff are well protected from too much UV exposure by using a combination of sun protection measures during the daily local sun protection times (issued whenever UV levels are 3 and above).
- Ensure the outdoor environment is sun safe and provides shade for children, educators and staff.
- Ensure children are encouraged and supported to develop independent sun protection skills.
- Support duty of care and regulatory requirements.
- Support appropriate WHS strategies to minimise UV risk and associated harms for educators, staff and visitors.

#### **Rationale**

Exposure to ultraviolet (UV) radiation in childhood is a major risk factor for developing skin cancer later in life. By implementing a best-practice Sun Protection Policy and practices, Montessori Academy can help protect staff, educators and children from UV radiation and teach children good sun protection habits from an early age.

#### **Legislation and Standards**

*Education and Care Services National Law Act 2010:*

Section 167 – Protection from harm and hazards

*Education and Care Services National Regulations 2011:*

Regulation 100 - Risk assessment for excursions

Regulation 113 – Outdoor space-natural environment

Regulation 114 – Outdoor space-shade

Regulation 168 – Policies and procedures

(2)(a)(ii) – Sun protection

#### **Procedures**

To assist with the implementation of this policy, educators and children are encouraged to access the daily local sun protection times via the free SunSmart app or at [www.sunsmartnsw.com.au](http://www.sunsmartnsw.com.au)

The sun protection measures listed below are used for all outdoor activities during the daily local sun protection times (issued whenever UV levels are 3 and above), typically from September to the end of April in New South Wales.

Where possible, active, outdoor sun safe play is encouraged throughout the day.

SunSmart practices consider the special needs of infants. All babies under 12 months are kept out of direct sun during the sun protection times (when UV levels are three and above).

## **Practices**

### **Scheduling outdoor activities (Quality Area 2: Children's health and safety)**

Montessori Academy will ensure that outdoor activity times and sun protection practices are inclusive of the below:

#### *October - March:*

Minimise outdoor activity between 11am and 3pm (daylight saving time). Sun protection practices are required at all times when outside.

#### *April - September:*

Outdoor activity can be planned at any time of the day. Sun protection practices are required between 10am and 2pm except in June and July when the UV Index is mostly below 3.

All sun protection measures will be considered when planning excursions and all events held at the service.

### **Seek shade (Quality Area 2: Children's health and safety)**

Management makes sure there is a sufficient number of shelters and trees providing shade in the outdoor area particularly in high-use areas.

All outdoor activities will be planned to occur in shaded areas. Play activities will be set up in the shade and moved throughout the day to take advantage of shade patterns.

Montessori Academy will provide and maintain adequate shade for outdoor play. Shade options can include a combination of portable, natural and built shade. Regular shade assessments should be conducted to monitor existing shade structures and assist in planning for additional shade

Children are encouraged to choose and use available areas of shade when outside.

Children who do not have appropriate hats or outdoor clothing are asked to choose a shady play space or a suitable area protected from the sun.

### **Slap on a hat (Quality Area 2: Children's health and safety)**

Staff, educators and children are required to wear sun-safe hats that protect their face, neck and ears.

Sun-safe hats include:

- bucket hats with a deep crown and brim size of at least 5cm (adults 6cm)
- broad-brimmed hats with a brim size of at least 6cm (adults 7.5cm)
- legionnaire style hats.

Please note: Baseball caps or visors are not sun-safe hats.

Children without a sun-safe hat are required to play in an area protected from the sun (e.g. under shade, balcony or indoors) or will be provided with a spare hat.

#### Clothing (Quality Area 2: Children's health and safety)

Staff, educators and children are required to wear sun-safe clothing that covers as much of the skin (especially the shoulders, back and stomach) as possible. This includes wearing:

- loose fitting shirts and dresses with sleeves and collars or covered neckline
- longer style skirts, shorts and trousers.

Please note: Midriff, crop or singlet tops are not sun-safe clothing and are not permitted to be worn at any time at Montessori Academy.

Children without sun-safe clothing are required to play in an area protected from the sun (e.g. under shade, veranda or indoors) or will be provided with spare clothing.

#### Sunscreen (Quality Area 2: Children's health and safety)

Staff, educators and children are required to apply at least SPF30+ broad-spectrum water-resistant sun screen 20 minutes before going outdoors and reapply every 2 hours. Sunscreen is stored in a cool, dry place and the expiry date is monitored.

To help develop independent skills ready for school, children from 2 years of age are given opportunities and encouraged to apply their own sunscreen under supervision of staff.

#### Babies (Quality Area 2: Children's health and safety)

Babies under 12 months should not be exposed to direct sunlight and are to remain in full shade when outside. They are required to wear sun-safe hats and clothing, and small amounts of SPF30+ broad-spectrum, water-resistant sunscreen suitable for babies may be applied to their exposed skin.

#### Role Modelling (Quality Area 5: Relationships with children)

Staff and educators are required to act as role models and demonstrate sun-safe behaviour by:

- wearing a sun-safe hat, clothing and sunscreen, and using shade
- wearing sunglasses (optional) that comply with the Australian Standard 1067 (Sunglasses: Category 2, 3 or 4)
- encouraging families and visitors to role model positive sun-safe behaviour when at the service.

Education and Information (Quality Area 1: Educational program and practice. Quality Area 5: Relationships with children. Quality Area 6: Collaborative partnerships with families and

### Communities)

Services are required to incorporate sun protection information regularly into learning programs and communicate information to staff, educators, families and visitors. Further information is available from the Cancer Council NSW website [www.cancercouncil.com.au/sunsmart](http://www.cancercouncil.com.au/sunsmart).

Policy Availability (Quality Area 6: Collaborative partnerships with families and communities.

### Quality Area 7: Leadership and service management).

The Sun Protection Policy, updates and requirements will be made available to staff, educators, families and visitors.

Educators, staff and families are provided with information on sun protection and vitamin D through family newsletters, staff and parent handbooks, noticeboards and pamphlets.

When enrolling their child, families are:

- informed of the service's Sun Protection policy
- asked to provide a suitable sun protective hat and sun safe clothing
- required to give permission for educators to apply sunscreen to their child
- encouraged to use SunSmart measures themselves when at the service.

### Review (Quality Area 7: Leadership and service management)

Management, staff and educators will regularly monitor and review the effectiveness of the Sun Protection Policy.

Montessori Academy's Sun Protection Policy will be updated and submitted to Cancer Council NSW every two years to maintain SunSmart status.

**Next policy review:** June 2017

### Sources:

[www.sunsmart.com.au](http://www.sunsmart.com.au)

[www.cancercouncil.com.au](http://www.cancercouncil.com.au)

Education and Care Services National Regulations 2011.