

Soldiers' Settlement Public School Preschool Procedure



Providing a child safe environment

Reviewed: Management and staff will monitor and review the effectiveness of this policy at regular intervals throughout the year. Soldiers' Settlement Public School Preschool procedures must be reviewed and updated every 12 months. Due for Review in **February 2022**.

Associated National Quality Standards	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
2.2	Regulation 84	Leading and Operating Department Preschool Guidelines
3.1	Regulation 103	Child Protection Policy: Responding to and reporting students at risk of harm
	Regulation 105	Working with Children Check policy
	Regulation 109	Child Protection: Allegations against employees
	Regulation 115	Work health and safety (WHS) policy
	National Law S. 165	Student safety tools and procedures
	National Law S. 166	Working with children check: Declaration for volunteers
	National Law S.167	

Pre-reading and reference documents

[ACECQA Information sheet - Active supervision: Ensuring safety and promoting learning](#)

[Kidsafe: Child Accident Prevention Foundation of Australia](#)

[Kidsafe: Grow me safely](#)

Introduction

The physical environment can contribute to children's wellbeing, happiness, creativity and developing independence. It can contribute to and express the quality of children's learning and experiences. The choices made in our preschool about resources, materials, spaces, layout, air and light quality and access to a range of experiences in the indoor and outdoor, have a direct impact on the quality of learning opportunities available to children.

Our Aim:

Soldiers' Settlement Public School's Preschool will ensure the environment is safe, clean and well maintained. Children's awareness of the environment and sustainable practice will be supported through daily practices, resources and interactions. The physical environment, both in and outdoors will support children's learning, safety, levels of engagement and access to positive experiences and inclusive relationships.

Implementation:

- Sufficient furniture, materials and developmentally appropriate equipment are provided and maintained in the centre in order to support all children to engage and access the program and develop their developing skills and independence.
- Adequate space requirements are maintained in both the indoor and outdoor environments.
- Toilet, washing and drying facilities are developmentally and age appropriate and are located and designed in a way that support safe use and convenient access by children.

- The classroom is well ventilated and has adequate natural light.
- The play spaces in the preschool provide children with opportunities to explore and experience the natural environment.
- The outdoor environment has adequate shaded areas to protect children from ultraviolet radiation from the sun.
- The environment supports access to play activities and to toilet facilities according to supervision requirements, children's independence and developmental needs.
- Our gardens have been planted with child-safe plants that include flowers, fruits, vegetables and herbs.
- Plants are selected to minimise risks to children. No poisonous or dangerous plants will be included in the education and care environment.
- Educators to carefully select and provide adequate numbers of resources in order to contribute to children's sense of belonging and to provide new learning opportunities that extend and challenge children's learning and development.
- Develop a system of daily checks to ensure the safety of the Indoor and Outdoor Environments.

The Educational Leader will collaborate with educators to:

- Equally value both the outdoor and indoor learning environments as places that support children's learning, creativity, social engagement and sense of belonging.
- Seek to develop learning environments that are secure and predictable and that support children to take increasing responsibility for their health, hygiene and personal care.
- Design learning environments that are welcoming for all children and families.
- Design environments that reflect children's different cultures, interests, abilities and learning styles.
- Ensure that outdoor environments provide opportunities to learn through play, enabling access to materials that stimulate investigation and reflection.
- Design indoor environments that offer opportunities to engage with nature.
- Offer children opportunities to be active, messy and noisy and play on a large scale.
- Encourage and nurture children's interest in the world around them. By providing children with materials, resources and information, educators can help children to appreciate and respect the beauty of their natural and built environments.
- Select resources and design learning environments that foster children's connections with the natural environment.
- Natural and flexible play materials such as sand, leaves and water will be available for children.
- Encourage children and families to collect and bring recycled equipment and natural resources into the environment.
- Encourage children to care for plants by growing plants from seeds.

Supervision

- Duty rosters always reflect a ratio of a minimum of 1:10, with a teacher on duty at all times, assisted by an additional educator. Preschool educators are relieved by school staff for meal breaks.
- Children with a behavioural support plan, risk management plan or health care plan, will be monitored closely.
- Supervision of children in the outside area is divided between upstairs and downstairs with one educator is always in the upstairs area and one always in the downstairs area when children are in each area.

Environment Check Procedure

- Before the children and families arrive at 9am, a daily indoor and outdoor check must be performed to ensure that there are no dangers in and around the preschool.

- The daily environment checklists must be completed and signed each day by the person who performed the check.
- An end of day check is to be conducted, in which the preschool sign in sheet is checked to ensure that all children have been signed out. The preschool room, including toilets and grounds should also be checked to ensure that all children have left the grounds.
- Risk assessment for the Preschool site is to be reviewed every 12 months, or when changes are made to the environment. This should be located in the Risk Assessment Folder in the Preschool Office and digitally on the school's common Google Drive.
- Any WH&S issues must be immediately reported to the Principal and General Assistant (GA), added to the GA's jobs register and a hazard form completed and handed to the school's WH&S coordinator.
- Minor repairs are reported to and carried out by the General Assistant.
- Any issues which can't be fixed immediately must be cordoned off and the children kept away until the area/issue is fixed.
- A risk assessment should be developed for any ongoing WH&S issues.

Cleaning

- All toys, clothing and puzzles are to be cleaned as required and thoroughly at the end of each term. All toys should be washed with detergent and water and can be dried by sunlight, weather dependant.
- "Books should be inspected for visible dirt. They can be cleaned by wiping with a moist cloth with detergent on it and allowed to dry. Keep damp or wet books out of use until they are dry." – Staying Healthy Guide, 5th Edition.
- Any items that are dirty, have been put into a child's mouth, coughed or sneezed on, or if used by a child who is unwell, should be removed immediately, cleaned and/or placed in craft sink to be cleaned.
- Tables and chairs are to be wiped over as needed with detergent and water, using the appropriate coloured sponge.
- Bathroom & toilet should be cleaned at least once per day and more often if they are visibly dirty.
- "Carpets and mats should be vacuumed daily, and steam cleaned at least every 6 months. Spot clean carpets and mats if they are visibly dirty in a small area." – Staying Healthy Guide 5th Edition. This is conducted by contracted cleaners.
- Contracted cleaners vacuum and mop the preschool classrooms each morning and do a more extensive clean during school holidays.
- Play dough is to be replaced weekly or more often if required. Children should wash hands or use wet wipes to clean their hands before and after playing with play dough.
- Educators are to complete the daily and weekly environment & cleaning lists.
- Each week the sandpit is sprayed with disinfectant which is to be raked through the sandpit. Sand is replaced as needed and reviewed annually, ensuring that the appropriate level of sand is maintained throughout the year.
- When cleaning up bodily fluids corner off area from other children and clean using the following directions from the Staying Healthy Guide, 5th Edition. A contract cleaner will also clean the area before the start of the next day.
 - Wear gloves
 - Place paper towel over the spill and allow the spill to soak in. Carefully remove the paper towel and any solid matter. Place it in a plastic bag or alternative, seal the bag and put it in the rubbish bin.
 - Clean the surface with warm water and detergent and allow to dry.
 - If the spill came from a person who is known or suspected to have an infectious disease (e.g. diarrhoea or vomit from a child with gastroenteritis), use a disinfectant on the surface after cleaning it with detergent and warm water.
 - Wash hands thoroughly with soap and running water (preferably warm water).
- For cleaning schedule, see Appendix 1.
- Dangerous cleaning chemicals are kept in locked cupboards in the kitchen or in a locked storeroom with warning signs.

Mandatory Reporting

Educators will update and participate in training on a yearly basis on Mandatory reporting. See Appendix 2 Child Protection Policy.

Notification to Early Learning

Notifications will be made to Early Learning for the following:

- serious incidents- within 24 hours of the incident
- complaints of a serious incident or law being contravened- within 24 hours of the complaint
- being received
- preschool closure due to an incident- within 24 hours of the incident
- proposed changes to the premises- at least 7 days prior to commencement of changes

Early Learning will submit notifications on behalf of our preschool to the regulatory authority.

Buildings and Equipment

- Fencing and barriers which enclose outdoor areas used by children in the education and care service are maintained to ensure they are of a height and design that prevents children of preschool age from going through, over or under the structure. Considerations about minimising access to the preschool by unauthorised people and animals will also inform the height and design of fencing and barriers.
- Staff will only set up play equipment that is over 500 mm on top of soft-fall.
- Any equipment installed must be on top of soft-fall.

Electrical and Fire Safety

- All power points that are not in use will have a covering over them.
- All electrical leads and appliances must undergo test and tag procedures in an annual review of electrical appliances as per DoE policy.
- There is a fire extinguisher in the hallway between preschool and OOSH that can be accessed by both services when needed.
- There is a fire blanket and a second fire extinguisher located in the preschool kitchen.
- The fire extinguishers and blankets are checked in an annual review as per DoE policy.

Animals in the preschool

- All children and adults wash their hands thoroughly after handling animals.
- Animals' food and water containers must be kept separate from any areas used for food preparation for children.
- Animals must be kept off tables where food is prepared and served.
- Animals should be well cared for and kept healthy.
- Animal enclosures and cages must be kept clean.
- If an animal is unwell, the advice of a vet must be sought.
- Children should not handle animals that are unwell.
- A risk assessment will be conducted and reviewed yearly on any pets at the preschool or any pets children may visit in the primary school. This risk assessment will assess how children are allowed to interact with the animal and care for it, ensuring the wellbeing of the animal and children.
- Outside pets and other animals will be allowed to visit the preschool pending a risk assessment on the individual situation and with approval from the principal. Any family entering the preschool with an animal without prior approval will be asked to remove the animal from the premises.
- Children will be intentionally taught about safety around animals each year.

Evaluation:

Soldiers' Settlement Public School's Preschool is committed to providing a safe play environment for our students. The preschool has aesthetically pleasing, safe, flexible and functional play and learning environments. Educators, children and families are supported to consider environmentally sustainable practices. Children's emotional, physical, social, cognitive and spiritual wellbeing are supported by the design and functions of the indoor and outdoor environments. The environment complements the educational and care aims of the service, supporting children to have a strong sense of being and belonging, as well as facilitating their growth and development. The preschool children and their families are protected from harms and hazards, as stated in the National Quality Standard, '*At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.*' (Element 2.3.2).

Appendix 1

Preschool Resources Cleaning Regime

When?	What?	How	Who?
Daily	Paint brushes, paint pots, glue brushes, glue pots if emptied, craft resources	Detergent & water	Staff
	Easels	Detergent & water	Staff
	Lunch tables and chairs	Detergent & water	Staff
	Food trolley	Detergent and water	Staff
	Sensory toys	Detergent and water	Staff
	Resources placed in children's mouths or handled by sick students	Disinfectant, Detergent, water	Staff
	Sensory toys	Detergent and water	Staff
	Floors	Vacuum, Mop	Contract cleaner
	Children's Bathroom (also during the day, as needed)	Mop Warm soapy water and disinfectant	Staff/Contract cleaner
	Outdoor Equipment - checked for spiders, cobwebs, wasps' nests etc		Staff
	Bins Emptied		Contract cleaners
Weekly	Outdoor area	Sweep, hose	Staff
	Home corner furniture and resources	Disinfectant, Detergent, water	Staff
	Puzzles	Disinfectant, wipes	Staff
	Paint smocks	Water and detergent	Staff and rostered parents
	Play dough	New batch	Staff and children
	Sandpit	Racked and sprayed with disinfectant	Staff
Monthly	Garbage bins (inside and lids)	Disinfectant	Staff
	Dress up clothing/cushions/sheets (more often if required)	Detergent and water	Rostered parent
Per Term	Fridge	Detergent and water	Staff
	Rafters	Detergent and water	Cleaning contractor

Per semester	Staff kitchen cupboards	Detergent and water	Staff
	Shed and resources contained inside shed	Sweep, dust, detergent and water	Staff
Annual	All toys	Disinfectant, Detergent, water	Staff
	Furniture (tables, chairs, shelving)	Disinfectant, Detergent, water	Staff
	Carpets	Steam cleaned	Contract cleaners
	Pest control		Contract pest control
	Gutters		Contract cleaners/GA

Appendix 2

Child Protection Policy: Responding to and reporting students at risk of harm

Sets out roles and responsibilities of staff in relation to child protection including training, reporting on safety, and supporting children and young people, as well as monitoring, evaluation and reporting requirements.

1. Policy statement

1.1 Education has an important role to support children and young people and to identify where problems arise that may put their safety, welfare or wellbeing at risk.

1.2 All staff have a responsibility to report risk of harm concerns about children and young people, within their roles, and to provide support to children and young people.

1.3 Child protection reforms introduce an obligation for government and non-government agencies to coordinate decision making and delivery of services.

2. Audience and applicability

2.1 All departmental employees, including those in state and network offices, and schools.

3. Context

3.1 The NSW Government recognises that care and protection for children and young people is a shared responsibility. It begins with parents, but when government support becomes necessary, it is not the sole responsibility of community services but a collective responsibility.

Keep Them Safe: A shared approach to child wellbeing provides the framework for parents, communities, government and non-government agencies to work together to support children and families.

3.2. Legislation

3.2.1 Children and Young Persons (Care and Protection) Act 1998; Crimes Act 1900, Privacy and Personal Information Protection Act 1998.

Other relevant legislation:

Privacy And Personal Information Protection Act 1998; Health Records And Information Privacy Act 2002; Commission for Children and Young People Act 1998; Ombudsman Act 1974, Education Act 1990

4. Responsibilities and delegations

4.1. Principals and workplace managers

4.1.1. Training

- ensure all staff have participated in an initial child protection induction and an update during the past year.
- ensure all staff are aware of the indicators of abuse and neglect of children and young people.
- ensure all staff are aware of their obligation to advise the principal or workplace manager of concerns about the safety, welfare and wellbeing of children and young people that arise during the course of their work.
- ensure that all staff are aware of their mandatory obligation to report suspected risk of significant harm and of the procedures for doing so.

4.1.2. Reporting

- use appropriate tools to inform decision making, such as the online **Mandatory Reporter Guide**, professional judgment or specialist advice, where there are concerns about risk of harm.
- determine whether concerns about the safety, welfare or wellbeing of children or young people constitute risk of significant harm and, if they do, report these to Family and Community Services.
- seek advice from the Child Wellbeing Unit where there is uncertainty about whether concerns amount to risk of significant harm.
- contact the Child Wellbeing Unit about the safety, welfare and wellbeing of children and young people where:
 - there are concerns about risk of harm, that do not meet the threshold of significant harm but are not trivial.
 - the Mandatory Reporter Guide indicates this should be done.
 - a case has been reported to Family and Community Services and did not meet the risk of significant harm threshold.
 - there is an observable pattern of cumulative harm that does not meet the threshold of significant harm.

4.1.3. Supporting children and young people

- establish effective systems in their workplace for:
 - child protection concerns to be identified in the course of the work of staff, reported and action taken, where appropriate, so vulnerable children and young people are supported.
 - reasonable steps to be taken to coordinate decision making and coordinate services to children and young people and their families with other local service providers, if required.
 - collaborative work with other agencies for the care and protection of children and young people in ways that strengthen and support the family and in a manner that respects the functions and expertise of each service provider.
- exchange relevant information to progress assessments, investigations and case management as permitted by law.
- use best endeavours in responding to a request for a service from Family and Community Services provided that the request is consistent with departmental responsibilities and policies.

4.2. Employees

4.2.1. Training

- participate in a child protection induction and in annual updates. This includes all staff – principals, workplace managers, teaching and non-teaching staff, part-time, temporary and casual staff and those who join during the year.

4.2.2. Reporting

- adhere to mandatory procedures for conveying risk of harm concerns to the principal or workplace manager.
- adhere to mandatory procedures for reporting risk of significant harm to Family and Community Services.
- ensure, where they have reported any risk of significant harm concerns to the principal or workplace manager, that the principal or workplace manager has reported those concerns to Family and Community Services.
- report directly to Family and Community Services if they believe the principal or workplace manager has not reported risk of significant harm concerns to Family and Community Services, and they still have concerns about risk of significant harm.
- ensure that any relevant information that they become aware of, subsequent to a report being made to Family and Community Services or following contact with the Child Wellbeing Unit, is provided to Family and Community Services or the Child Wellbeing Unit respectively. If the additional information forms concerns about risk of significant harm a report must be made to Family and Community Services.

4.2.3. Supporting children and young people

- cooperate with reasonable steps to coordinate service delivery and decision-making with other relevant service providers.
- avoid undertaking any investigation of the circumstances giving rise to a report where risk of significant harm has been reported, without the express prior approval of the relevant Family and Community Services case officer.
- inform students, including apprentices or trainees, of their right to be protected from abuse and of avenues of support if they have concerns about abuse.

5. Monitoring, evaluation and reporting requirements

5.1 Principals and workplace managers must maintain a workplace register of staff participation in annual updates and of inductions of new staff, or they must sight individual records of staff inductions. This applies to all staff including non-teaching staff, part-time, temporary and casual staff.

5.2 A record is to be kept of reports to Family and Community Services as confirmation that mandatory reporting requirements have been met. The report reference number should be recorded.

5.3 The record and related papers are to be retained by principals or workplace managers in secure storage and kept confidential. These records are to be provided to any successor.

5.4 Where a reference number has been provided by the Child Wellbeing Unit it must be recorded and kept.

5.5 If serious safety issues remain after a report has been made to, and accepted by, Family and Community Services, principals or workplace managers will refer the matter to the

departmental regional officer responsible for student services so the case can be taken up at a senior level within Family and Community Services.

6. Contact

Leader, Child Protection Services ph (02) 9269 9454.

Soldiers' Settlement Public School Preschool

