



STAFF HANDBOOK

On the Role of Social Interaction

"Learning awakens a variety of internal developmental processes that are able to operate only when the child is interacting with people in their environment." (Vygotsky, 1978)

This reinforces the importance of **relationships and collaboration** in learning, aligning beautifully with our values of warm, nurturing environments.

Through Others, We Become Ourselves "Through others, we become ourselves." — Lev Vygotsky

At Collard's Childcare, this quote reflects our deep belief in the power of relationships. We recognise that learning and development are most meaningful when they occur in partnership — with children, families, co-educators, and leadership.

We are committed to upholding the **11 Child Safe Standards** and embedding a culture where every child feels **safe, respected, and empowered**.

Our educators work collaboratively using the **Victorian Early Years Learning and Development Framework (VYLDF)** and the **3a Abecedarian Approach** to guide responsive, intentional practice. We enrich children's lives through **play-based learning**, including **learning games, meaningful conversations, exploration, and warm, secure relationships**.

When we work together, we are creating meaningful and happy memories for children — moments that shape their confidence, creativity, and connection for life.

Together, we foster a learning community where **every voice matters** and **every relationship supports growth**.



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Collard's Childcare & Kindergarten

Service Philosophy



At Collard's, our philosophy is rooted in a deep commitment to nurturing each child's unique journey and supporting their growth within a respectful, inclusive, and high-quality learning environment. We believe childhood is a time for play, exploration, and thriving in spaces rich with open-ended opportunities that inspire curiosity, creativity, and a lifelong love of learning.

We advocate for every child's wellbeing, resilience, and potential as a lifelong learner, while consistently upholding the highest Child Safe Standards in our daily practice. Families are recognised as the child's first and most important educators, and we honour each child's learning path through open, honest, and respectful communication. Our inclusive culture ensures that every child and family feels welcomed, valued, and empowered.

Our play-based program is guided by the Early Years Learning Framework V2.0 (EYLF), the Victorian Early Years Learning and Development Framework (VEYLDF), the Abecedarian Approach (3a), STEAM education, and inquiry-based learning. These frameworks support identity, culture, agency, and self-expression for all children from birth to six years. Families are actively invited to

share home languages, traditions, and values, fostering a culturally responsive environment that embraces diversity, with particular care for Aboriginal children and children with disabilities.

Educators work in close partnership with families to create engaging and responsive learning experiences. Our carefully designed indoor and outdoor environments nurture curiosity and creativity, offering children the freedom to explore and construct their understanding of the world. Through positive role modelling, we encourage children to make healthy choices surrounding food and exercise, develop self-regulation skills, and engage in sustainable practices that respect and protect our environment.

Learning extends beyond the centre through community excursions such as visits to local libraries, gymnastics, and swimming programs—helping children build a sense of belonging and connection. A cherished part of our program includes daily interactions with our therapy dogs, Lulu and Lucy, who provide emotional support and enhance children's social and emotional development.

We believe early childhood is not only a time for cognitive and physical development, but also a crucial stage for nurturing character. We are committed to fostering empathy, respect, and responsibility in each child, laying the foundation for emotionally intelligent, socially aware, and ethically grounded individuals. Through intentional teaching practices, meaningful relationships, and everyday interactions, we guide children to consider the perspectives of others, value fairness, and make thoughtful, respectful choices.

Nature plays a vital role in this development. By encouraging regular and meaningful interactions with the natural world, we help children build a sense of wonder, stewardship, and calm. Time spent outdoors—exploring, observing, and caring for living things—enhances emotional wellbeing, strengthens identity, and provides a valuable counterbalance to the growing influence of media and technology.

Through ongoing professional learning and close collaboration with families and specialists, we ensure that every child is supported to grow into a confident, capable, and compassionate learner—ready to take on the world with confidence and kindness. The child's voice is embedded in every aspect of our curriculum, ensuring their perspectives shape planning, practice, and decision-making.

CHILD SAFE ORGANISATION

COLLARD'S

aims to support the active participation of children in our Service. We support and respect our children, their families, our staff. We promote a child safe environment that is inclusive, transparent and promotes children's participation. Children's safety is paramount, and we aim to take all practical steps to protect children from all types of abuse, harm and neglect. We understand our responsibilities and statutory duty of care to comply with both the National Principles for Child Safe Organisations and the Reportable Conduct Scheme to build our capacity as an organisation to prevent and respond to allegations of child abuse. In Victoria, the **National Principles for Child Safe Organisations** and the **Reportable Conduct Scheme** are two key frameworks that work together to help organisations like early childhood education and care services build their capacity to keep children safe from harm.

All staff, students and volunteers carry out their responsibilities as mandatory reporters as required by law under the Children and Young Persons NSW (Care and Protection Act 1998) and maintain up to date with knowledge of child protection law and the Child Safe Standards.

Victorian Child Protection & Staff Screening

At our service, all staff are recruited through a **rigorous and consistent screening process** to ensure they are suitable to work with children. Before starting, all staff must hold a **current Working with Children Check or a current VIT card**.

Staff are informed of their responsibilities under **Victorian child protection laws**, including:

- **Mandatory reporting** of child abuse or harm under the *Children, Youth and Families Act 2005 (Vic)*
- Obligations under the **Reportable Conduct Scheme**, overseen by the Commission for Children and Young People
- Compliance with the **Victorian Child Safe Standards**, which promote a culture of child safety and wellbeing

All staff are trained to understand their legal and ethical responsibilities and are supported to create and maintain a safe environment for all children.

CODE OF ETHICS

I. IN RELATION TO CHILDREN, I WILL:

- act in the best interests of all children
- create and maintain safe, healthy, inclusive environments that support children's agency and enhance their learning
- provide a meaningful curriculum to enrich children's learning, balancing child and educator-initiated experiences
- understand and be able to explain to others how play and leisure enhance children's learning, development and wellbeing
- ensure childhood is a time for being in the here and now and not solely about preparation for the future
- collaborate with children as global citizens in learning about our shared responsibilities to the environment and humanity
- value the relationship between children and their families and enhance these relationships through my practice
- ensure that children are not discriminated against on the basis of gender, sexuality, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin
- negotiate children's participation in research, by taking into account their safety, privacy, levels of fatigue and interest
- respect children as capable learners by including their perspectives in teaching, learning and assessment
- safeguard the security of information and documentation about children, particularly when shared on digital platforms.

II. IN RELATION TO FAMILIES, I WILL:

- support families as children's first and most important teacher and respect their right to make decisions about their children
- listen to and learn with families and engage in shared decision making, planning and assessment practices in relation to children's learning, development and wellbeing
- develop respectful relationships based on open communication with the aim of encouraging families' engagement and to build a strong sense of belonging

- learn about, respect and respond to the uniqueness of each family, their circumstances, culture, family structure, customs, language, beliefs and kinship system
- respect families' right to privacy and maintain confidentiality.

III. IN RELATION TO COLLEAGUES, I WILL:

- encourage others to adopt and act in accordance with this Code, and take action in the presence of unethical behaviours
- build a spirit of collegiality and professionalism through collaborative relationships based on trust, respect and honesty
- acknowledge and support the diverse strengths and experiences of colleagues in order to build shared professional knowledge, understanding and skills
- use constructive processes to address differences of opinion in order to negotiate shared perspectives and actions
- participate in a 'lively culture of professional inquiry' to support continuous improvement
- implement strategies that support and mentor colleagues to make positive contributions to the profession
- maintain ethical relationships in my online interactions.

IV. IN RELATION TO COMMUNITIES AND SOCIETY, I WILL:

- learn about local community contexts and aspirations in order to create responsive programs to enhance children's learning, development and wellbeing
- collaborate with people, services and agencies to develop shared understandings and actions that support children and families
- use research and practice-based evidence to advocate for a society where all children have access to quality education and care
- promote the value of children's contribution as citizens to the development of strong communities
- work to promote increased appreciation of the importance of childhood including how children learn and develop, in order to inform programs and systems of assessment that benefit children
- advocate for the development and implementation of laws and policies that promote the rights and best interests of children and families.

VII. IN RELATION TO MYSELF AS A PROFESSIONAL, I WILL:

- base my work on research, theories, content knowledge, practice evidence and my understanding of the children and families with whom I work
- take responsibility for articulating my professional values, knowledge and practice and the positive contribution our profession makes to society
- engage in critical reflection, ongoing professional learning and support research that builds my knowledge and that of the profession
- work within the scope of my professional role and avoid misrepresentation of my professional competence and qualifications
- encourage qualities and practices of ethical leadership within the profession
- model quality practice and provide constructive feedback and assessment for students as aspiring professionals
- mentor new graduates by supporting their induction into the profession
- advocate for my profession and the provision of quality education and care.

source: ECA Code of Ethics (2019) Early Childhood Australia

SERVICE DETAILS

Our Service operates 52 weeks of each year between the hours of 6.30am and 6.00pm Monday to Friday. The Service is privately owned and was established in 2020. The owner's names are Melissa Collard, Catherine Bonadio & Bianca Collard

Melissa Collard

APPROVED PROVIDER / OWNER

Bianca Collard / OWNER

**NOMINATED SUPERVISOR &
EDUCATIONAL LEADER**

CATHERINE BONADIO / OWNER

HR & OFFICE MANAGER

LICENSING DETAILS

We are licensed for the following number of children per session of care 100.

(Ratios are maintained at all times across the service as per the Education and Care Services National Regulations.)

GOVERNING BODIES

Our industry's national body that ensures high quality early childhood education and care is ACECQA (Australian Children's Education and Care Quality Authority). ACECQA facilitates the National Quality Framework that is underpinned by the National Quality Standard, Education and Care Services National Law, Education and Care Services National Regulations, and *Belonging, Being and Becoming* the Early Years Learning Framework for Australia (EYLF). V2.0, 2022.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS

This set of regulations guides our practices when considering and developing our policies, practices and procedures. It is vital that you are aware of the Regulations and Amendment Regulations. There are copies available in our office or online:

Education and Care Services National Law Act 2010.

[Education and Care Services National Regulations](#). (Amended 2023)

NATIONAL QUALITY STANDARD

The National Quality Standard was informed by research about best practice and the way in which high quality education and care contributes to positive outcomes for children. It comprises quality areas, standards and concepts. The seven quality areas in the National Quality Standard are:

1. Educational program and practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Governance and leadership

Within these quality areas sit Standards and Elements that guide our practice. We will be assessed by this document and ranked with:

- Significant improvement required
- Working towards National Quality Standard
- Meeting National Quality Standard
- Exceeding National Quality Standard

If we are rated at 'Exceeds National Quality Standard' we are then able to apply to receive the rating of 'Excellent'. The quality rating we receive must be displayed at our Service and is published on the national registers on the ACECQA website.

To achieve our expected level of quality in our Service, you must be aware of the National Quality Framework and Standards. There is a copy of the [Guide to the National Quality Framework](#) in the planning room & online:

THE EARLY YEARS LEARNING FRAMEWORK (EYLF) - OUR CURRICULUM

The Early Years Learning Framework (V2.0), is the first National learning framework that recognises children learn from birth. We also use The 3a Abecedarian Approach, STEAM education, and inquiry-based learning, we create engaging experiences that support each child's identity, agency, culture, and creativity. In all our interactions, we must be mindful of *Belonging, Being and Becoming*, the principles, practices and learning outcomes. All of our programming, observations, planning, and reflection is guided by this framework, Victoria.

[Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#). V2.0, (2022).

Through the framework's five learning outcomes educators will assist children in developing:

- a strong sense of identity
- connections with their world
- a strong sense of wellbeing
- confidence and involvement in their learning
- effective communication skills

This holistic approach in our learning environment allows educators and families to work together in planning and reflecting on each child, and seeing their development as an ongoing journey that ebbs

and flows naturally, supported by intentional teaching practices that is documented, scaffolded and nurtured to cultivate the best potential outcomes.

We use the program planning & observations online “Playground app” We share this information with families in a number of ways, observations, STEAM learning entries, inquiry-based project work, verbally, in newsletters, information sheets and formal family meetings. Our Service also utilises Playground & Xplor web-based software to enhance communication with families and streamline our documentation. We view information sharing as one of the most critical strengths of our Service supported by a professional approach and strict confidentiality.

Time is given to educators off the floor, where they are replaced to enable them to complete observations, programs and daybook / journal entries. This time will be entered in the roster, so it is available and accounted for.

PROGRAMMING

- The program is guided by the *Early Years Learning Framework V2.0 (EYLF)* and curriculum decision making is a continuous cycle of planning, assessment and critical reflection. We also use **The 3a Abecedarian Approach, STEAM education, and inquiry-based learning, we create engaging experiences that support each child’s identity, agency, culture, and creativity.**
- A variety of experiences will be provided which give children the opportunity to practice skills in all developmental areas while also catering for interests, strengths, and developmental needs, and providing enjoyment.
- Age-appropriate activities are to be provided in both structured and unstructured learning times that cater for children’s individual interest’s strengths, and developmental needs.
- The program has an emphasis on play-based learning and the intentional role played by both educators and children is critical to extend and enrich children’s learning
- Information will be gathered from families upon enrolment and updated at regular intervals, regarding the child’s needs, interest and family background. This information is treated confidentially and allows educators to provide experiences that interest and extends children’s current development. We feel that it is important to develop a respectful and trusting partnership between parents and educators to ensure that consistency between home and the Service occurs and that the best possible care is provided.
- Children, parents and educators will be encouraged to work together in the development of the program being offered within the Service.

- Aboriginal and Torres Strait Islander perspectives are embedded in the planning and implementation of the curriculum.
- A conscience balance between indoor and outdoor experiences will be planned for.
- A program that supports the development of each child's social, physical, emotional, cognitive, language and creative potential will be adopted in the Service.
- The program will be guided by observations on children that have been reflected on and then followed up as per our programming procedure.
- Educators engage in critical reflection of our program and practices as part of an ongoing cycle of review.
- Observations and / or jottings on the children will be carried out by the group educators documenting their knowledge, skills, interests, and developmental needs. This information will be used to program suitable experiences that scaffold on previous observations and evaluated to reflect the children's current interests. The programs will be displayed within the Service for parents and visitors to view. Completed observations are kept in a confidential file.
- Educators from each group work together to produce an interest based and child-centred program. This program will be evaluated and extended upon daily, then weekly.
- Through interacting with children during free choice learning times educators are able to discover the child's interests and extend upon these in a relaxed, spontaneous atmosphere. Educators will interact with children in a way that encourages and challenges them to extend their thinking and interests.
- The learning environments are set up with designated areas for different types of play and learning experiences. Children are provided with a large range of choices of activities and are responsible for packing away these activities when they are finished, supported by educators. Some areas may remain available for children and only change to support children's interests and ideas. We wish to instil in children care and respect for their equipment.
- The environment and program will be age-appropriate, engaging, and supportive of each child's interests and needs.
- The environment and program will encourage free choice in selection of activities.
- Our Service documents children's learning and development through the Playground app.
- Transition from one room to another within the Service will be undertaken in consultation with the family of the child, the current educator, and the new educator. While the transition will be more than likely instigated because of age, a child will not be forced to progress or be held back in a particular room because of their age. Developmental maturity including emotional maturity will be a contributing factor if agreed by all parties.

- Transition to a new room will be introduced over a period of 2-week period to allow the child to feel comfortable and settled in the new environment.

DAILY ROUTINE

We embrace the full intent of the V2.0 EYLF that recognises that children's learning is dynamic, complex and holistic. We also use the **3a Abecedarian Approach, STEAM education, and inquiry-based learning, we create engaging experiences that support each child's identity, agency, culture, and creativity.**

We have a '*routine*' guideline in each room for assistance, especially for break relief educators; however, the children and their needs and interests dictate us. We do not withhold food for a child who is hungry or insist that a child separates from an activity that they are engaged in simply because the routine says so. We run an indoor / outdoor program for children aged 2 to school age. Likewise, we may spend more time outdoors in fine weather if the children are engaged in the experiences. While following the order of the daily routine is beneficial to children, time slots stated on the guideline are to be used as indicators dependent upon children's interests and needs throughout the day. Our day, like our approach, is open ended; there are no predetermined outcomes, expectations or limitations other than considerations to safety and supervision at all times.

In regard to safety, it is imperative that all daily procedures are carried out; room safety checks, outdoors checks, end of day checks, and kitchen checklists must all be carried out without fail. Safety is never compromised.

YOUR OWN CONTRIBUTION

You have been employed because we recognise specific qualities in you that will complement our Service and be valued by families. If you see an area that needs attention, a procedure that would benefit from being reviewed, or something that should be considered to be implemented in our practice, the most efficient way of starting the process is to raise the item at our regular staff meetings with the aim of including it into our Quality Improvement Planning routine.

Staff Meeting & Planning Routine

Each staff meeting includes:

- A clear structure that identifies **issues or recommendations**, who is responsible, timeframes, and planned actions
- A designated **agenda item** to ensure all staff are informed and involved.

Team Collaboration and Planning

- Team leaders & educators meet weekly with the educational leader for planning, mentoring and reflection
- Meetings are held in small groups where educators can openly discuss what is working well, raise challenges, and receive support and mentoring
- This collaborative time leads to stronger learning outcomes for children

Weekly Kinder Team Meeting

- Kinder teacher and educators meet with Melissa Collard, former kinder teacher, & the Approved Provider, once a week, in school terms.
- The meeting agenda is posted the week before in the planning room kinder communication book, so that staff can contribute items in advance
- Attendance is compulsory for all relevant staff
- All agendas, minutes, and discussions are to be treated as confidential

PROFESSIONAL GROWTH

Collard's has a responsibility to our stakeholders to ensure that all of our staff members are kept up to date with changes and advancements in the early childhood sector. We believe that ongoing professional development is one of the most important ingredients in a high quality and effective service. Our responsibility is to ensure you are properly trained to embrace the role you are expected to undertake. Collard's will pay for 4 in-services a year for permanent staff (casual staff members will be offered in-services at a pro rata rate). The Service's educational leader will work with you to identify areas of strengths and areas for further development as part of your Professional Development Plan.

Your responsibility is to take the opportunity to improve your knowledge, reflect on your pedagogy, and look for ways to improve your practice. Additionally, it is expected that you will participate actively in the training you are offered and share the information with your colleagues.

CURRICULUM (PEDAGOGY) AND EDUCATOR'S DEVELOPMENT TRAINING

It is important for educators to continue learning for their own pedagogical development and reflection and keep up to date with current theories and practices. The Service's educational leader will oversee the allocation of professional development to ensure that all staff members are receiving correct training based on the information that educators provide in their Professional Development Plan.

- A Child Protection 'refresher' training course is to be attended by each educator every 12 months as a minimum to ensure knowledge is current.
- It is a condition of employment that all educators keep their First Aid, CPR, Asthma and Anaphylaxis emergency training (as required) current and supply the Service with valid certificates.
- Management supports educators to undertake WHS training as a part of their in-service training.
- Permanent educators are to attend a minimum of 4 professional development/in-services training over a 12-month period
- To assist and support educators in furthering their training, COLLARD'S will contribute 100% of standard in-service fees for permanent educators (travel is at your own expense). Professional Development approvals are required by the educational leader for this to occur.
- Management may support other in-service training above the minimum expected, in respect to the cost of the in-service, if approved by the nominated supervisor beforehand.
- Following attendance of training and workshops, educators are required to complete a Professional Development review to share with all other educators and management. With assistance from the educational leader, the educator will be asked to share skills and knowledge learnt from professional development with other team members at a staff meeting
- All in-services attended (which are paid for or subsidised by the Service) must be first approved by the educational leader of the service. Only in-services which are beneficial to the Service and other educators will be approved for payment by the service, at the discretion of the educational leader and nominated supervisor.
- Educators are to monitor and document their own record of Professional Development Reflection showing their commitment to reflective practice, embracing it as ongoing learning that involves engaging with questions of philosophy, ethics and practice and their influence on the learning environment.
- Educators seeking accreditation are responsible for recording all Professional Development as evidence of learning.
- An educator's Professional Development Plan (PDP) will be discussed with the educational leader and nominated supervisor during the Staff Performance Review cycle.
- Families will be made aware of all staff professional training and development through the Service's Newsletter
- A record of in-service training will be kept on the 'Presentation Wall' located in the office.
- Relief educators will be advised of details concerning in-service topics and locations.

QUESTIONS TO GUIDE REFLECTION INCLUDE:

- What are my understandings of each child, their culture and context?
- What theories, philosophies and understandings shape and assist my work?
- Who is advantaged when I work in this way? Who is disadvantaged?
- What questions do I have about my work? What am I challenged by? What am I curious about? What am I confronted by in relation to my own biases?
- In what ways, if any, are the theories, knowledges and world views that I usually draw on to make sense of what I am doing, limit my practice?
- Are there other theories or knowledge that could help me to understand better what I have observed or experienced? What are they? How might those theories and that knowledge affect my practice?
- Who is advantaged/included when I work this way? Who is disadvantaged, excluded or silenced?

(Source: Belonging, Being and Becoming: The Early Years Learning Framework for Australia. V2.0. p. 18)

INDUCTION AND ORIENTATION

A comprehensive induction and orientation will occur at the commencement of your employment which will include our commitment to ensuring a child safe organisation. It will be an introduction to our facilities, our philosophy, policies, colleagues and families, familiarisation with programming and documentation, and of course an introduction to the staff and children. Continuity and security in the Service environment for the children is always protected.

Your induction will also include child protection information, a WHS induction, and an emergency and evacuation induction. A *New Employee Induction Checklist* will be completed to document the induction process.

EMERGENCY/EVACUATION MANAGEMENT AND PROCEDURES

We will provide information about emergency and evacuation procedures, management plans, risk assessments and evacuation plans during the initial induction to ensure a safe and healthy working environment. This will also cover your role in any emergency procedures. The *Emergency Evacuation Policy* and *Lockdown Policy* provides guidance and procedures for educators to confidently manage emergency situations effectively and efficiently, while maintaining the safety and wellbeing of children, families and visitors.

WHS INDUCTION

The workplace health and safety induction will consist of an introduction to the related policies and procedures that you will need to be familiar with prior to commencing your employment. This will include but is not limited to; hazard and incident forms, reporting procedures, use of PPE equipment, location of fire safety equipment, use of Safety Data Sheets (SDS) and locations, Work Cover information, security procedures and location of first aid kits. WHS checklists for indoor and outdoor environments, bathrooms and kitchens will also be included in the induction.

DUTY RESPONSIBILITIES

You have general responsibilities that relate to the administrative side of the Service. You must:

- sign in on arrival and out on departure
- complete your time sheets and have them lodged by the cut off time otherwise your pay will be withheld until the next pay period
- report any hazards promptly to the nominated supervisor
- report an accident or near-miss accident you are involved in (the forms are available in the office). It must be completed on the day unless there is a medical reason preventing you to do so, plus it must be co-signed by another staff member who witnessed the accident. This is to be given to the nominated supervisor who will be directed by Work Cover legislation on what action needs to follow.
- follow our Sun Safety requirements
- be actively supervising children at all times

PROBATIONARY PERIOD

All new staff members are subject to a probationary period of six (6) months. This ensures assessment for both the staff member and service to ensure suitability of the role for the staff members.

Probationary meetings will be scheduled within the first week of employment and at the end of the probationary period.

PROBATION MEETING REVIEW

The nominated supervisor will conduct a performance review before your 6-month probation period has expired. A Formal Probation Letter will be provided to advise your employment outcome:

- Extend probation or
- Terminate employment or

- Probation passed

APPRAISAL

There will be an appraisal completed by the nominated supervisor during your probationary period.

Thereafter, all permanent staff members will be appraised on an annual basis.

UPGRADING QUALIFICATIONS

COLLARD'S will support any staff member that may be eligible to enter into a traineeship and further their qualifications in the industry. Please see the nominated supervisor for further information.

BENEFITS OF EMPLOYMENT

PROFESSIONAL DEVELOPMENT

The professional development and training provided by the Australian Traineeship system will put your career ahead of others. Nationally recognised vocational education and training will secure your future as a professional in your field. Management will also support your career by providing feedback on your performance and guidance for your development (along with specific training via in-services).

SUPERANNUATION

All staff members who earn above the threshold limit will be entitled to superannuation paid at the statutory rate. You choose your super fund. Superannuation paid to your fund of choice you will need to complete the 'Superannuation Standard Choice Form'. You can obtain a copy from the nominated supervisor or online at [Australian Taxation Office](#).

ANNUAL LEAVE AND PERSONAL LEAVE

Annual Leave and Personal Leave will be accrued at the rate as stated in the relevant Award. To request Annual Leave, you must lodge an Annual Leave Request form online & in writing and hand it to the nominated supervisor. You will be notified in writing if your request has been successful. Leave will not be granted to any two (2) staff members for the same period. Leave request forms must be submitted at least 4 weeks before the leave is requested. We want to make sure that educators are putting in leave for 3 weeks, 8 months before the date. We make sure that every educator can have time off during term breaks and December / January.

PERSONAL AND CARER'S LEAVE

Personal Leave will be accrued at the rate as stated in the relevant award. All permanent full-time staff are entitled to 10 days sick/personal leave each year, and pro-rata for Part-time staff. Staff must contact the Service and speak with the nominated supervisor or responsible person as early as possible.

Staff need to follow our procedure for calling in sick. You need to use the replacement list of educators that may be able to cover your shift. If you can't find a replacement, call Bianca prior to 7pm the night prior and at 7am on the morning. We need to know that you are calling in sick as early as possible. Call Bianca on 0413 670 540.

In the rare situation, if we are unable to cover your shift, you may need to come until we can cover you.

Failing to arrive for your shift is a breach of centre policy to maintain adequate educator to child ratios. We have a legal obligation to stay within ratio.

A minimum of 4 hours' notice is required when calling in sick. Staff may be requested to supply a medical certificate to support the leave.

CASUAL EMPLOYMENT (RELIEF STAFF)

Regular casual staff members are used as first preference when replacing staff to ensure continuity with the children, families, colleagues, program and documentation.

First time relief staff members will be allocated time prior to their first shift to read the Policy Manual and undertake an induction and orientation program. Any questions regarding Service policies and procedures should be addressed to the nominated supervisor or assigned nominee.

Relief staff members are to rely on the direction of the 2IC & lead educator and other permanent staff for direction and support throughout the day.

Relief staff members are to introduce themselves to families, explain their position within the Service, who they are replacing and how long they expect to be placed at the Service. This should be done with the support of the team leader for continuity and security for families leaving their child in the care of the Service.

All relief staff members are to accept the responsibility of the importance of confidentiality of all children within their care and their families, and treat any information shared with them professionally and sensitively and in the best interest of the child.

Relief staff (and all staff) members are requested to be mindful of the time when they take their breaks and return promptly to minimise any disruption to the set routine and/or required ratios.

It is advised that all staff members whether relief or permanent, look after their health and keep their immunisations up to date.

Relief Staff are equally as responsible as permanent staff to adhere to Early Childhood Australia's Code of Ethics.

A photo of the staff member, with their name, qualifications and role in the Service will be put in a prominent area for families to refer to.

FULL TIME/PART TIME EMPLOYMENT

All full time/ part time staff members are entitled to sick, maternity, and annual leave as per the requirements outlined in the relevant enterprise agreement or contract. In general, this will mean that as a permanent full-time staff member you will be entitled to 4 weeks annual leave after 1 year of service, 10 days sick leave per year (provided that medical evidence is available) and maternity leave as outlined in relevant Award and National Employment Standards.

EMPLOYMENT GUIDELINES

It is an expectation of your employment that you will conduct yourself within these guidelines. Failure to do so may result in disciplinary action.

RESPECTFUL AND AUTHENTIC RELATIONSHIPS WITH FAMILIES AND COLLEAGUES

Collard's is renowned for its warm, friendly and professional approach by our team. The Service strives for a happy working environment amongst all colleagues. Please treat fellow colleagues with the respect and courtesy you would like to receive yourself. Please do not use obscene or offensive language within the workplace. Collard's offers an equal opportunity workplace free from discrimination or harassment. Those found using obscene or offensive language, practicing discrimination, harassment, or vilification based on gender, race or religion will have their employment terminated.

Our Service is committed to zero tolerance of racism. We are committed to creating a workplace with vision and meaningful direction, adhering to our code of conduct and practicing ethical behaviour to ensure a productive work environment free from bullying, discrimination, and/or harassment. Sexual harassment has no place in our Service. We aim to identify, reduce and manage psychological and

psychosocial hazards and risks within the work environment through risk assessments in line with WH&S legislation.

VISITORS

Friends or family are not permitted to visit you at the Service whilst you are rostered on, unless Management has given prior permission. Your attention to the children and the program should not be compromised.

UNIFORMS AND GROOMING

It is your responsibility to ensure that you look professional when presenting yourself at work. Please adhere to the following standards:

- All staff members must wear the uniform during their working hours
- You will be provided with 1 to 3 work shirts, a cardigan and name badge. The cost of these will come out of your first 2 pays, they are 100 percent tax deductible.
- You will be expected to wear black tailored pants which is clean and in good condition
- Shorts worn must be knee length
- Black enclosed shoes with flat soles for safety must be worn at all times, no high heels or wedges
- Clothes must be suitable for movement, active play and messy play
- No clothing that is overly revealing or inappropriate
- No clothing with offensive logos or political statements are to be worn
- Jewellery –No large earrings for safety
- No perfumes or natural body oil scents due to asthma and allergies
- Good oral hygiene and grooming

PERSONAL TELEPHONE CALLS/ MAIL / ELECTRONIC DEVICES

Staff members are not authorised to use the service's phones for personal reasons unless in the case of an emergency. No personal mobile phones are to be used or carried during working hours. No personal mail or deliveries should be directed to the Service.

Mobile phones are to be kept in a locked staff locker and can only be accessed during lunch within the staff room or outside of the premises. The staff members' family is to be issued with the Services phone number for contact in case of an emergency. Staff and educators are strictly prohibited from using personal electronic devices to take photos, record audio or capture video of children who are being educated and cared for at the Service. Staff and educators are not permitted to take any

electronic devices belonging to the Service out of the Service that may contain personal details of staff or children, including photos or videos.

USING EMAIL

Email is to be used only for bona fide company usage, not for private communications. Passwords and access privileges are to be treated as strictly confidential to the person issued with that access or persons delegated to know and use that access in the normal course of business. It is the responsibility of the authorised user to take fair and reasonable steps to ensure the passwords and other forms of access are held safe.

USING THE INTERNET AND OTHER EXTERNAL ON-LINE SERVICES

Access to external on-line services, including the Internet as provided by the Service, is for authorised company use only.

Users of external on-line services are expected to maintain the highest ethical and professional standards in all communication transmitted or downloaded over each such service.

ARTIFICIAL INTELLIGENCE (AI) INTERACTIONS AND GUIDELINES

Staff members using AI are to be aware of limitations, privacy risks, and the potential for errors in the information it provides. AI can support and assist staff as a documentation tool; however, it is their responsibility to ensure the information's accuracy and not rely upon it as an authoritative source. Staff should ensure they enter original work into the AI program and are required to monitor, verify, and check information obtained from AI to ensure specific details are contextually relevant. Data and privacy concerns must be addressed, and staff should not enter details which may identify individual children, such as names and date of birth.

SOCIAL MEDIA RESPONSIBILITY

The Service does not offer a Facebook page.

Staff members that have a personal Facebook account are not permitted to post any negative comments relating to the service, children, colleagues or families.

Staff members are to use their own personal discretion when adding a family of the Service as a 'friend' on Facebook. The Service does not recommend staff to add families of the Service on any form of social media as they will be seen as a representative of the Service and held to the Service's Code of Conduct on all posts on their private 'wall' families have access. Families are asked in our

Social Media policy to respect that staff may have a personal policy on adding families due to their professional philosophy and that the Service does not recommend staff to have families as friends on their private account. Staff members are not permitted to request the 'friendship' of families from the Service.

Staff members are encouraged to refrain from accepting friend requests or initiating friendship requests with families from the Service on any form of social media, unless this friendship was previously formed. Under no circumstances are staff members permitted to post photos of the Service or any staff, children, or families of the Service on their own social media pages.

SMOKING OR VAPING

Our Service provides a tobacco, drug and alcohol-free environment at all times for all children in accordance with Education and Care National Law and Regulations and safety legislation.

Smoking or vaping is NOT permitted on or around the surrounding areas of the Service. If, after adequate warning a staff member is found smoking or vaping at the Service their employment may be terminated. It is expected that at all times your clothes will be smoke free. Staff members are also not permitted to smoke or vape in public whilst wearing the company uniform. COLLARD'S supports the Smoke Free Act 2000. The company and all staff will follow all conditions outlined in this act.

ALCOHOL AND DRUGS

Collard's is bound by the Education and Care National Regulations. As such, alcohol, drugs, or other substance abuse by staff members can have serious adverse effects on their own health and the safety of others. As such, all staff must not:

- consume alcohol or be under the influence of alcohol while working
- use or possess illegal drugs at any workplace
- drive a vehicle, having consumed alcohol or suffering from the effects of illegal substances
- bring alcohol or any illegal drugs onto the premises

If a co-worker suspects another to be affected by drugs or alcohol, they must inform the nominated supervisor immediately. No staff member will be allowed to work under the influence of drugs or alcohol. Staff members undergoing prescribed medical treatment with a controlled substance that may affect the safe performance of their duties are required to report this to the nominated supervisor. All issues pertaining to these matters shall be kept strictly confidential.

A breach of this policy may initiate appropriate action including the termination of employment.

CALLING IN SICK

If you are sick, Staff need to follow our procedure for calling in sick. You need to use the replacement list of educators that may be able to cover your shift. If you can't find a replacement, call Bianca prior to 7pm the night prior and at 7am on the morning. We need to know that you are calling in sick as early as possible. Call Bianca on 0413 670 540.

In the rare situation, if we are unable to cover your shift, you may need to come until we can cover you.

Failing to arrive for your shift is a breach of centre policy to maintain adequate educator to child ratios. We have a legal obligation to stay within ratio.

A minimum of 4 hours' notice is required when calling in sick. Staff may be requested to supply a medical certificate to support the leave.

Evidence may be requested for personal leave to state the staff member was genuinely entitled to the sick or carers leave and be provided by a registered medical practitioner. A statutory declaration is also considered an acceptable form of evidence. If a staff member does not provide evidence when asked they may not be entitled to paid sick or carers leave

IMMUNISATION

It is a condition of employment that we have a full record of your immunisation history and that we are kept updated throughout your employment. At Collard's we want our children and staff to be fully vaccinated against the life threatening, illnesses, of Covid, Measles, Mumps, Rubella, Varicella (chicken pox), Pertussis (whooping cough), and Influenza (flu annually). Some of our young children are at risk of contracting the above illnesses, because they are too young to get the vaccination. Adults can contract these illnesses and be admitted into ICU care.

You are required to make a doctor's appointment and get a blood test to show if you have antibodies / cover Measles, Mumps, Rubella, Varicella (chicken pox), Pertussis (whooping cough), and Influenza (flu annually).

We need to sight a signed and stamped doctors letter showing your current vaccinations & your My gov app showing your original vaccinations dates. This must be done prior to your starting date.

Vaccinations needed		
Covid	Rubella	Influenza (flu annually).
Measles	Varicella (chicken pox and	Whooping cough

MEALS AND SNACKS

If bringing your own food to the service, staff members must be considerate of children's allergies and the service's nutrition policy. Unless eating with the children, all food should be consumed on breaks in the designated lunchroom (rather than in front of the children). Before bringing food, please check with your Service Supervisor or the nominated supervisor regarding prohibited food due to children's allergies.

RESPONSIBILITIES

At Collard's, we take a **strength-based and nurturing approach** to behaviour guidance, grounded in the belief that every child deserves to be met with kindness, understanding, and respect—especially during moments of emotional difficulty.

We understand that **children need to form secure attachments** with educators to feel safe, confident, and ready to learn. These strong, trusting relationships are the foundation for children's:

- Emotional wellbeing
- Ability to self-regulate
- Social development
- Engagement in learning

When children are overwhelmed or unable to regulate their emotions, our educators respond with:

- **Warmth and calm**
- **Gentle guidance and comfort**
- **Co-regulation strategies**, helping children understand and name their feelings
- A **safe space** to express emotions without fear of judgement

We do not use conditional or reward-based language such as, *"Be good and I'll do something special with you."*

Instead, we acknowledge children's efforts, guide behaviour through positive reinforcement, and focus on teaching skills for lifelong emotional resilience and respectful relationships.

Through **secure attachments and nurturing responses**, we help children feel seen, supported, and empowered—no matter what emotional state they're in.

RESPONSIBILITIES

- Do not become involved with workplace politics or internal bickering and treat all you see and hear as STRICTLY CONFIDENTIAL.
- We use a strength-based behaviour management style.
- We have a zero tolerance to gossiping. If you can't say something positively don't say it at all.
- All information shared with families and professionals is STRICTLY CONFIDENTIAL
- Information about children can only be shared with authorised organisations to support child wellbeing or safety – (Child Information Sharing Schemes)
- Know your position description and what it entails. Early Childhood Australia's Code of Ethics is a standard that you will be held to
- Be aware of WHS policies and procedures. Safety is imperative
- Know your responsibilities as a Mandatory Reporter
- Adopt strategies and systems to ensure a child safe organisation- act to put the interests of children first, to keep them safe from harm
- Be aware of your responsibility to report an allegation of reportable conduct of any employee or volunteer as part of the Reportable Conduct Scheme
- Always represent the Service in the manner that is reflected in this handbook. Remember that when wearing the uniform outside the Service, you are still representing the Service and must act accordingly
- Be involved and an active contributor to the revising of policies and procedures and the Quality Improvement Planning- (QIP).

EMPLOYMENT POLICY

EQUAL EMPLOYMENT OPPORTUNITY

Equal opportunity does not begin and end at the point of hiring. Management and supervisors also have the responsibility of maintaining a non-discriminatory work environment. Any discrimination observed, witnessed or suffered will be required to be reported to the Service supervisor or the nominated supervisor.

Collard's strives to ensure that all staff members and potential staff have an equal opportunity to be recruited and succeed within the service. This is measured by monitoring the progression of the individual every three months through the nominated supervisor. All staff members complete Professional Development Plans and with this, the educational leader and nominated supervisor will look for ways to promote growth and opportunity for each staff member.

We recognise that securing a workplace free of discrimination creates a more productive workforce.

At the Service, all staff members or prospective staff are to be treated fairly and without bias.

Staff members will not be discriminated against on any grounds.

COMPLIANCE

You are required to adhere to all Service policies and procedures, and all requirements outlined in this handbook.

Please notify admin in writing if altering your residential address, telephone number or bank details.

STAFF WAGES AND PAYROLL

You will be paid on a fortnightly basis as stated in your letter of appointment. The pay week runs from Monday 23.6 through to Friday 4th July. Wages/salaries will be paid into your nominated bank account within 48 hours of the end of the pay period.

You will be expected to work according to your published roster. Any variations or changes you wish to make must be done through the nominated supervisor.

We maintain a genuine 'Open Door' policy at all times. If there are any problems at work, please do not hesitate to discuss them with the nominated supervisor (or approved provider/ responsible person if there is a conflict of interest).

Rosters are dictated by many influences; one important consideration is the arrival and departure times of children. While we always roster responsibly ensuring that we always cover ratios, there will be occasions when for reasons out of our control children are collected later than usual or later than anticipated. If this is the case, it may mean that you are not able to leave the premises when your shift ends. You will be required to stay to maintain ratios, overtime or time in lieu will be discussed in the event you are required to stay to maintain ratios.

STAFF PARENTAL LEAVE

Full-time, part-time, casual, seasonal, contract, and self-employed workers may be eligible for help under the Parental Leave Pay. A payment for up to 100 days, or 20 weeks is available for eligible working parents under [Parental Leave Pay](#). Dads or partners can claim Parental Leave Pay from July 2023.

THE PARENTAL LEAVE PAY IS DESIGNED TO:

- Provide financial support during the time parents take off work in the vital early months to care for their newborn or recently adopted child
- Enhance child and maternal health and development
- Encourage women's workforce participation
- Promote work/family balance.

PARENTAL LEAVE PAY WILL HELP EMPLOYERS TO:

- Keep valuable and skilled staff by encouraging them to stay connected with the workforce when they become parents
- Improve family friendly workplace conditions
- Increase workforce participation of parents.

See: *Staff Leave Entitlement Policy*

TERMINATION OF EMPLOYMENT

Notice of termination of employment will be as per relevant Award, in the event of instant dismissal the notice period may be paid, and the employee asked to leave immediately.

[Children's Service Award 2010](#)

Employee's period of continuous service with the employer at the end of the day the notice is given	Period of notice
Not more than one year	1 week
More than 1 year but not more than 3 years	2 weeks
More than 3 years but not more than 5 years	3 weeks
More than 5 years	4 weeks

An employer is required to provide an extra week of notice if the employee is over 45 years old and they have worked for the employer for at least 2 years.

Educational Services (Teachers) Award 2020

4 weeks' notice.

If the employee is over 45 years of age and has worked for the employer for at least 2 years the NES notice period applies. If an employee does not give the period of notice required, then the employer may deduct from wages due to the employee up to 2 weeks' wages for the employee.

Notice to terminate employment must be given in writing to the nominated supervisor.

DISMISSAL WILL OCCUR FOR THE FOLLOWING BREACHES OF DISCIPLINE:

- reporting to work under the influence of alcohol or drugs
- refusal to complete required additional training
- possessing or selling drugs at the Service
- immoral, immature, or indecent conduct whilst at the Service
- inappropriate use of company equipment and/or resources
- refusing to complete required tasks as directed
- possessing a dangerous weapon whilst at the Service
- bringing disrepute to the Service
- bringing disrepute to the relationship between a family and the Service
- disclosure of confidential information
- falsifying documentation
- fraternising with families
- stealing, abusing or destroying company property
- interfering with work schedules, falsification of reports, documents or wages information
- failure to report for work
- walking off the job
- failure to follow policies and procedures, requirements of this handbook, and/or the Code of Conduct
- vulgarity, disrespectful conduct to families, management or colleagues
- making or publishing on social media or any other form of media false, vicious, or malicious statements about any client, employee, supervisor, the company, or its services

- failure to hand in lost property is regarded as stealing and dismissal will follow. Lost property is to be handed to the nominated supervisor
- unable to maintain or hold a current Working With Children Check/Clearance [or state equivalent].

Please note that some of the above breaches may also result in the Service referring your details to the police or relevant authority.

DISCIPLINARY ACTION WILL OCCUR FOR THE FOLLOWING BREACHES OF DISCIPLINE:

Continued abuse of the following may result in disciplinary action. These include, but are not limited to the following:

- unauthorised absence
- having personal visitors whilst on shift
- continued personal phone calls
- unauthorised solicitation or distribution of money or materials
- poor work standard
- carelessness
- low level of enthusiasm
- lack of personal cleanliness
- taking excessive breaks
- failure to report health, fire or safety hazards
- repeated tardiness

GRIEVANCES/ DEALING WITH COMPLAINTS

Our Service will always aim to provide a fair and equitable workplace; this includes procedures for settling grievances. We should all work together to ensure a safe, healthy and harmonious work environment.

We acknowledge that conflict is a natural part of the work environment. It may relate to something as simple as leaving a dirty teacup on the sink or more major issues such as what changes to make to the daily routine. Conflict may also arise due to seemingly incompatible personalities. It is important that all conflict is resolved. Unresolved conflict leads to tension, stress, low productivity, sour relationships, excess time off, ill health, anxiety and many other destructive emotions. When conflict

is addressed and handled constructively the outcomes are feelings of relaxation, openness, high productivity, vitality, good health, empowerment, a sense of achievement etc.

It is every staff member's responsibility to contribute to the development of an open, healthy and constructive work environment. All grievances, whether considered minor or not, are to be dealt with promptly and thoroughly.

Staff members are expected to look at conflict in a positive way, ready to learn something new or improve work relationships. Staff members are also to be aware of their responsibility to provide good role models for children in their handling not only of conflict with work colleagues, but with children, parents and other associates.

Educators should reflect on the service's *Dealing with Complaints Policy* and Early Childhood Australia's Code of Ethics for guidance and direction of appropriate behaviour.

IN- SERVICING AND RESOURCES FOR CONFLICT RESOLUTION

- All staff members are encouraged to attend courses on '*Conflict Resolution*' or similar courses on interpersonal communication skills as part of their professional development.
- Resources are also available for borrowing through management.
- A grievance can be any type of problem, concern or complaint related to work or the work environment raised by a staff member.
- At all times any grievance should be addressed immediately between the persons involved.
- Staff members are to use skills in conflict resolution and not act unreasonably, oppressively or in a discriminatory manner. It is important that all persons acknowledge that a grievance exists. It is the responsibility of all persons involved to confer with a view to resolve the grievance.

GRIEVANCE PROCEDURES

Harmonious staff relations within the service largely depend on staff feeling satisfied that their professionalism is being acknowledged by their involvement in appropriate decision-making processes.

The quality of industrial relations is likely to be substantially better in a workplace if the decision-making processes adopted permit staff to have input into decisions, which affect the nature and quality of their professional work.

Management and staff within the service will work together to develop and implement appropriate strategies to facilitate consultative and collaborative decision-making processes. Where staff feel

these processes have failed and are in conflict with decisions made by management, the following procedures are to be ensued:

When the persons involved cannot resolve the grievance in a constructive way the following steps will be followed.

- The aggrieved person is to contact their immediate supervisor (nominated supervisor or approved provider) who will act as a mediator. The mediator will have an interview with the persons involved and clarify the facts, work out whether advice is needed from other sources, (e.g.: unions, Work Cover and funding bodies), discuss options available and help to formulate a plan of action. If a staff member does not feel comfortable in approaching their supervisor, or the conflict is with their immediate supervisor, they can contact the next level of management to act as mediator.
- If an amicable resolution does not occur at this meeting the Mediator is to present a report to the next level of management outlining:
 - the nature of the grievance
 - the procedures followed to date
 - the solution(s) sought
 - the recommended plan of action or resolution
- If an agreement is reached the mediator is to present a report to the next level of management outlining:
 - the nature of the grievance
 - the procedures followed to date
 - the solution(s) agreed upon
 - the plan of action to reach this solution and review time if warranted

A copy of this report is to be provided to all persons involved in the grievance, and a copy is to be retained at the workplace.

Meetings are to be arranged with the aggrieved person(s) as necessary throughout the process. The outcome of the grievance must be reported to the aggrieved person within a week of the decision.

RESOLUTION OF GRIEVANCES

Grievances are considered resolved when all persons involved agree to a solution, when the cause of the grievance has been removed or resolved, and when arrangements have been made if appropriate to repair any damage and distress suffered by the persons involved. Strategies agreed upon by both parties are to be put in place to help avoid further conflict.

UNRESOLVED CONFLICT

If resolution of the conflict is unsuccessful after all procedures in the *Dealing with Complaints Policy* have been followed it may then be necessary to take disciplinary action.

CONFIDENTIALITY

Mediators are to use discretion and to do their utmost to maintain confidentiality. Any breach of this confidentiality could result in a charge of misconduct. However, confidentiality cannot be guaranteed in the following situations: if it is considered that someone is in danger, if disciplinary action or criminal investigation might be necessary; or if employer liability might be involved.

No action will be taken against the person about whom a formal complaint is lodged until they are made aware of any allegations so that they may respond.

SUPPORT PERSON

The staff member is able to nominate a support person to attend any meetings with them. This person may be a union representative but is not limited to that. It can in fact be anyone else whom the staff member (members) feels comfortable will offer support.

GENERAL POLICIES AND PROCEDURES

The following policies are to be read and understood in conjunction with the contents of the Staff Handbook:

- Child Protection Policy
- Child Safe Environment Policy
- Anti-bias Policy
- Interactions with Children, Families and Staff Policy
- Hand Washing Policy
- Behaviour Guidance Policy
- Work, Health and Safety Policy
- Student Volunteer and Visitor Policy
- Sun Safety Policy
- Code of Conduct Policy

- Privacy and Confidentiality Policy
- Dealing with Complaints Policy

MANUAL HANDLING PROCEDURE

The correct manual handling procedure is as follows:

Assess the risk:

- How heavy is the object?
- Do I need help to move the object?
- Is the path clear of obstacles?
- Can I move this object safely?

Prepare:

- Assess object to be lifted, path to be followed and final placement of object.
- Clear path of obstructions
- Check load for sharp edges, staples etc.
- Assess load to see if suitable to carry without assistance
- Seated work - never lifts loads in excess of 4.5 kg
- Standing Position - as the load increases so does the risk of injury. Therefore, more care is required for heavy weights. Only lift weights that you can safely handle.
- No employee will lift, lower or carry loads in excess of each individual's safe working load.
- Never lift loads which are too heavy for you – seek assistance if required

Then Lift:

- The front foot should be beside the object and pointing in the direction of travel.
- The back foot should be slightly behind and a hip width from the front foot.
- Hands should be diagonally opposite full length of fingers and if possible, the palms of the hands should be used.
- Bend your knees and use your legs to lift the load.
- Your back should be as near to straight as possible (raise head with chin in just before lifting this will keep your spine straight).
- Arms should be kept as straight as possible with elbows close to your sides.

Follow the procedure for nappy changes, with the child using the ladder to climb up to the table and down, not lifting the child onto the change mat.

Do not stand on tables, chairs or other items to hang things in a room or reach items stored above.

REMEMBER

DON'T change your grip while carrying.

DON'T twist. Always use your feet to move your body.

DO face the spot on which the load will rest.

GENERAL FIRST AID

All serious incidents should be referred to a staff member with First Aid training. There will always be a first aid qualified staff member on duty to comply with Education and Care Services National Regulations (Reg.136).

When an accident or near-miss accident takes place, an *Incident, Injury, Trauma and Illness Record* must be complete at the time of the accident. It should not be left to a later time. Any trauma to the head must result in an immediate phone call to the family, no matter how insignificant the injury appears to be.

Minor cuts

- Rest the affected area. Continued movement will only lead to continued bleeding
- After bleeding is controlled, wash area under running water
- If dirty, wash surrounding skin with soap and water. Towel dry
- If a wound is deep with edges separated, bring together and hold with adhesive strip
- Dress wound with gauze bandage.

Bruising

- Rest the affected area.
- Ice the area. The application of cold to the skin surface reduces pain, swelling and bleeding in tissue below. Wrap ice (or ice pack) in a wet cloth before applying
- Apply pressure to the area to slow down blood flow in the area
- Raise body part above heart level to further reduce blood flow to damaged tissues
- Do not apply lotions, ointments or oily dressings
- Do not prick or break blisters
- Do not put towels, cotton wool or adhesive dressing directly on the wound

Burns

- Flood the area with gentle running cold tap water for about 20 minutes
- Remove jewellery and clothing from the affected area except if stuck to skin

- Cover the area with a sterile, non-stick dressing.

Chemical Burns

- Refer to Safety Data Sheet (SDS) for the product
- Flood the affected area with large volumes of water
- Wash the area with running water for a further 20 minutes to dilute any further remaining chemicals
- Dress the affected area as you would a burn

GENERAL SAFETY HINTS

- Always work with safety in mind
- Be aware of any hazards and report them immediately
- Hallways and doors must always be kept completely clear. Objects left lying around could be hazardous in the case of any emergency evacuation
- Walk, do not run (particularly up and down stairs)
- Do not stand on chairs or furniture – you may fall
- Open doors slowly – someone may be on the other side
- Do not leave your room without telling your room colleague. This is for safety and security reasons
- Report all accidents immediately, no matter how small they might appear
- Practice good hand washing techniques
- Know the evacuation procedures for emergencies

Cleaning

- Improper use of chemicals can be dangerous. Always read the directions on the packaging
- Always adhere to the cleaning schedule in the Service. Do not introduce new products to the Service without approval from the nominated supervisor
- Never mix chemicals together
- Never put chemicals into unmarked containers (manufacturers label required)
- Always follow manufacturer's directions (see Safety Data Sheets – they are available on site)
- Replace lids firmly on containers after use to stop accidental spills
- Do not sniff or taste the chemical
- Wash your hands immediately if you spill chemicals on them
- If in doubt, speak to the nominated supervisor about what you are handling and its correct use. By doing this, you will help prevent accidents from happening

- In the event of a chemical spill, isolate the area and advise the nominated supervisor.

Electrical

- Always check the equipment, particularly for frayed cords and plugs. If the cord is damaged do not use it and report
- Always keep electrical leads and plugs out of water and away from dampness, to avoid an electrical accident (if you receive a minor shock, immediately stop using the equipment and have it checked)
- Keep power cords out of the way so that you do not accidentally trip on them
- Turn the power off before removing the power lead from the socket
- Hold the plug in your hand when disconnecting the lead. Pulling the plug out from a distance may cause damage to the equipment or the wall socket
- Do not use faulty equipment. Report it immediately to your supervisor
- Do not attempt to fix anything electrical
- Do not tamper with any electrical installation
- Replace child safety sockets in the power point as soon as you are finished with the socket

Slips and Trips

- Wear covered in shoes with slip resistant soles and heels. This will help to prevent falls and provide protection for your feet
- Look for objects that could trip you
- Pick up objects and cover any item sticking up from the floor so as not to cause injury
- When using mops or brooms, leave standing in an upright position out of children's reach. If left lying down, they can be stepped on and cause injury
- It is critical that warning signs must be displayed on wet and slippery floors, where others may walk
- It is critical that you clean up spills immediately to avoid slips and falls. If you witness a slip and fall whilst on duty, whether it is a work colleague or visitor the appropriate paperwork must be filled out immediately

IMPORTANT: Safety is everyone's responsibility – that includes you.

Think safety, work safely. Report all accidents no matter how small and make your workplace a safe workplace.

ACKNOWLEDGEMENT FORM

By signing this page, you acknowledge:

1. That you have read and will abide by the *Staff Handbook*
2. That you have read and will abide by the Service's Policy Manual in its entirety
3. You adhere to the National Principles for Child Safe Organisations
4. That you have been introduced to the Service's WHS Procedures and Reporting including:
 - Room Checklist
 - Cleaning Routines
 - Storage of Hazardous Products
 - Accident Reporting
5. That you have been introduced to the Service's Programming Procedure and documentation including.
 - Programming Cycle
 - Observations and evaluations
 - Documentation/Portfolios
6. That you have been introduced and are confident with the families and children
7. You are aware of individual children's medical management plans for allergies, asthma, diabetes, epilepsy or other medical requirement. You are aware of children with additional needs or behaviour plans
8. You are aware of children with additional needs or behaviour plans
9. You are respectful and inclusive of all children and demonstrate cultural awareness and respect for Aboriginal and Torres Strait Islander children and children from culturally and/or linguistically diverse backgrounds
10. You are advised of the existence and application of the current child protection law in the relevant state or territory and understand any obligations held under that law
11. That you are aware of administrative commitments such as;
 - sign In and out procedure
 - payroll procedure
 - staff meeting procedure
 - Quality Improvement Plan
12. You have provided copies of your current First Aid Certificate, Child Protection training, Asthma and Anaphylaxis Emergency Management Certificate, Industry Qualifications and relevant certificates for In-services that relate to the industry

13. You have provided evidence of current Immunisation status
14. You will successfully complete a Working with Children's Check
15. You have completed the Job application and supplied details of 2 referees
16. Received your uniform and name badge

I _____ hereby acknowledge having received a copy, read and understood the *Staff Handbook* and Policies and Procedures of Collard's and: I agree to abide by these requirements at all times.

I agree to abide by the National Quality Framework including, the National Quality Standard, Education and Care Services National Law, Education and Care Services National Regulations, and Early Childhood Australia's Code of Ethics.

Employee name		Date	
Employee signature			

Nominated supervisor name		Date	
Nominated supervisor signature			