

Policy: Exclusion from Before, After & Holiday Care for Children Requiring Additional Support

Introduction

At **Collard's Childcare**, we are committed to creating a safe, inclusive, and nurturing environment where every child can grow, play, and thrive. We proudly embed the **Child Safe Standards** into every aspect of our practice, ensuring children feel safe, empowered, and respected.

We believe children learn best through **play, exploration, and strong, trusting relationships**. Our educators work in genuine partnership with families, recognising and valuing them as the child's first and most important teachers.

Guided by the **Early Years Learning Framework (V2.0)**, the **3a Abecedarian Approach**, **STEAM education, inquiry-based learning** & the Education and Care Services National Regulations 2020 (Victoria) we design meaningful and engaging experiences that nurture each child's **identity, agency, culture, and creativity**.

We view early childhood as not only a time for cognitive and physical growth, but also a crucial stage for nurturing character. Our educators intentionally foster **empathy, respect, and responsibility**, laying the foundation for emotionally intelligent, socially aware, and ethically grounded individuals.

Above all, we actively **listen to and respond to the voice of the child**, honouring their ideas, interests, and friendships to ensure they feel valued and connected.

Purpose

To ensure the safety, wellbeing, and learning of all children while maintaining compliance with educator-to-child ratios and regulatory requirements. This policy outlines why the service cannot provide before-school, after-school, or holiday-care programs for children who require a KISS worker or additional educator support.

Scope

This policy applies to:

- All children enrolled in **sessional kindergarten programs**.
- Children who have a **KISS worker**.
- Children who have **behavioural regulation challenges**, including frequent meltdowns.
- Children who may present a **risk of harm to themselves, their peers, or educators**.

- Children with **documented additional educator support requirements** (including 1:1 or high-level support).
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Policy Statement

1. No Extended Care for Children Requiring Additional Support

The service will not provide before-school, after-school, or holiday-care for children who require a KISS worker or additional educator support beyond what is ordinarily provided during sessional kindergarten hours.

2. Reasoning

- The **Education and Care Services National Regulations (Victoria)** require a minimum educator-to-child ratio of **1 educator to 11 children for children aged 36 months and over (Regulation 123, Schedule 1)**.
 - Children requiring a KISS worker or additional educator support often need **individualised or 1:1 support**, which cannot be provided within these ratio requirements.
 - Extending care beyond sessional hours would risk **non-compliance with ratios**, compromise **safe supervision**, and reduce the quality of the program.
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Communication with Families

- This policy will be **clearly communicated to families during enrolment**, including through orientation materials, family handbooks, and enrolment interviews.
 - Where children are later **identified as requiring additional support** (including a KISS worker, behavioural regulation challenges, or high-level 1:1 support), families will be notified in writing that **before care, after care, and holiday care cannot be offered**.
 - Educators and leadership will work in **partnership with families** to ensure children's needs are supported during sessional kindergarten hours, while prioritising the safety and wellbeing of all children and staff.
 - Families will be encouraged to discuss concerns and individual needs with the service leadership team, ensuring **open, respectful, and transparent communication**.
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Review

- This policy will be reviewed annually or earlier if regulations, funding, or service capacity change.
 - Family and staff input will be considered during reviews.
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Legislative & Framework Links

Framework / Regulation	Relevant Requirements / Principles	How this Policy Aligns
Education and Care Services National Regulations 2020 (Victoria)	Regulation 123: Educator-to-child ratios (1:11 for children 36 months and older, up to and including preschool age).	By not offering additional hours for children needing more support, the service ensures compliance with mandated ratios and maintains safe supervision.
Victorian Early Years Learning and Development Framework (VEYLDF)	Practice Principles: equity & diversity; partnerships with families; high expectations for every child; respectful relationships; responsive teaching.	Ensures that during sessional hours, the service can uphold high-quality practice, inclusive learning, and positive relationships without overstressing educator capacity.
Abecedarian Approach Australia (3a)	Focuses on enriched caregiving, language priority, conversational reading, and learning games, often requiring higher levels of educator engagement.	Concentrates staff capacity during sessional hours to implement 3a effectively, instead of stretching resources into extended care where support would be inadequate.
Child Safe Standards (Victoria)	Standard 5: Equity upheld, diverse needs respected. Standard 6: Suitable, supported staff. Standard 9: Environments promote safety. Standard 11: Policies document child safety.	Documents clear safety-focused limits, ensuring all children’s wellbeing is prioritised, and educators can provide safe, compliant, and respectful care.

Definitions

- **KISS worker:** A support worker assigned to assist a child with additional needs within the kindergarten program.
- **Additional educator support:** Extra supervision, care, or teaching support beyond typical staffing, including children requiring 1:1 or high-level individualised support.

Policy date	19.9.2025	Approved provider	Melissa Collard
Next review date	October 2026		