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FEBRUARY 2022

This and the following 22 pages is
the annexure marked "B" referred to in the
Affidavit of Anthony Doskovits
sworn / affirmed
at Edgely this 17th day of May 2022
before me



Solicitor / Justice of the Peace

PLAN OF MANAGEMENT

PROPOSED TO:

City of Ryde

ORGANISED BY:

Ology Pty Ltd



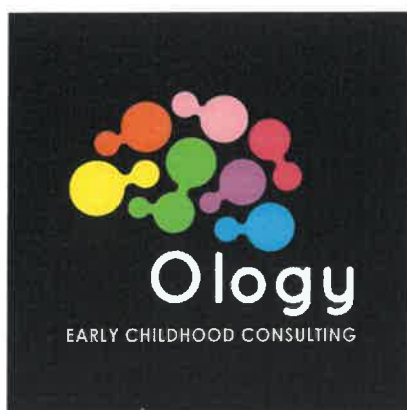
Ology

EARLY CHILDHOOD CONSULTING

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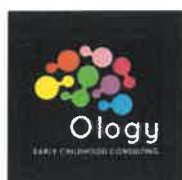
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EARLY CHILDHOOD SERVICE DETAILS

- Address: 26 Beattie Avenue, Denistone East, NSW, 2114.
- The operating hours for the service are Monday to Friday 7:00 am to 6:00 pm.
- The service will close on public holidays.
- The early childhood education and care facility will only be utilised during the approved hours of operation as stipulated in the Conditions of Consent.
- The staffing ratio can be found within this plan of management within the staffing section.

PLAN OF MANAGEMENT PURPOSE

The service will utilise this plan of management as a way to be compliant in order to meet related National Quality Framework legislation and aim for ways to continue to further develop the quality of the service.

Early childhood education and care facilities operate under the National Quality Framework consisting of the legislation and national quality standards (with 7 quality areas). For services to operate their business in a compliant manner they need to have a building that has been designed for fit for purpose. Approved services are assessed and given a rating and one aspect of this is in relation to the design of the building being fit for purpose. The design of the building needs to consider Design Principles and the National Quality Framework in order to run a successful and safe business. Many of these areas relate and overlap so this booklet has been outlined in relation to the National Quality Framework and its 7 Quality Areas to show where the design is fit for purpose. At the same time, this will cover the Design Principles. A panel of subject matter experts have collaborated to ensure this design is fit for purpose.

The evidence contained in this document discusses how the design of the building can affect the operation of the service and how the operation of the service will continue to ensure the safety of children at the service.

The building design has been produced to build a foundation for the Approved Providers of the service to build upon with their own business vision, philosophy and strategic plan to create a quality high quality and safe learning environment that meets the best interest of children.

PROGRAMMING AND PLANNING

Educational Programs

As a part of the early childhood program and routine, the children will have access to indoor and outdoor play at suitable times to support them in their learning and development. Educators will set up physical environments as a part of the early childhood program that allows children to access resources that develop their social, emotional, physical (fine and gross motor) and cognitive (including language and creative) skills. The design of the indoor and outdoor play spaces is flexible to allow the educators to adapt the environment according to each individual's zone of proximal development and interests in order for children to be able to be engaged and challenged at their own pace. As a part of the National Quality Standards, it is required the service will have programs that are child-centred where children have opportunity to lead their own play through educators using responsive strategies such as scaffolding, and using open ended questions to allow children's sense of agency to be promoted and supporting them to problem solve and regulate their emotions. This requires children learning skills that allow them to identify feelings through listening and discussion with educators and peers. Staff will utilise the practices, principles and outcomes of the Early Years Learning Framework to ensure children are supported to make sense of their world and be challenged according to their individual needs in order for them to continue to learn in ways that create a strong sense of wellbeing, confidence, be involved learners, effective communicators who learn to connect with and contribute to their world.

The services program will include how educators will support children to transition in confident and appropriate ways. Such as from playtimes to mealtimes and to the indoor and outdoor area and from the child care to school. This will be done in ways that consider children's rights and teach them how to behave in democratic ways. For example, when children are transitioning from the indoor playroom to the outdoor playroom the educator will include this in the program at the start of each year or on any occasion educators feel they need to discuss the transition with children. This will be done through conducting a group time where children will be asked to consider what should be the ways of behaving when moving from indoors to outdoor area. Children follow rules of behaviour when they have been involved in creating them and they have a better understanding of them. Educators will prompt children where necessary. For example, "what will happen if we run or push".

Accessibility

If a child is to be enrolled at the service that has an additional need that requires developmental support, then the service will apply for inclusion support funding through the local NDIS office (National Disability Insurance Scheme). This funding allows the service to employ an extra staff member to support the child and be extra support within the room. If a child was to have a wheelchair or walking frame the employed support worker would support the child between the indoor and outdoor environment through the use of the lift. The ratio of educators to children will always comply with the requirement of the Early Childhood Education and Care Regulations.

Daily Routine Outline								
Educators to follow the associated policy and ensure no more than 35 children are outside at a time.								
Time	Infants – 4 1:4		Toddlers – 10 1:5		Pre-schoolers – 20 1:10		Pre-schoolers – 30 1:10	
7:00	Service Opens							
7:30	PB	FG	PB	FG	PB	FG	PB	FG
8:00								
8:30	FG		FG		FG		FG	
9:00	NC/T	OP	NC/T	OP	OP	OP	IP	
9:30	PMT		PMT		PMT		PMT	IP
10:00	ST	IP	OP		OP		IP	
10:30					IP		OP	
11:00	NC/T	L	NC/T	L				
11:30	ST	IP	ST					
12:00					L		L	
12:30					SRQT		SRQT	
1:00	NC/T		NC/T	ST				
1:30	L		L					
2:00	ST		ST					
2:30	OP		OP	OP	ST	OP		
3:00	NC/T	OP	NC/T		PAT		PAT	IP
3:30	OP		OP		OP		IP	
4:00	IP	IP	IP	IP	IP		OP	
4:30	LAT		LAT					
5:00	NC/T		NC/T		LAT	IP	LAT	OP
5:00	Numbers dwindle and outdoor experiences are packed away and indoor experiences are reduced depending on numbers and needs of children.							
5:30								
6:00								
6:00	Service Closes							

Code	Meaning	Further Information/Explanation
FG	Family Groupings	To allow children to play with siblings and to ensure adequate supervision when numbers of children are lower, the different rooms are grouped together.
PB, PMT, L, LAT	Progressive Breakfast, Morning Tea, Lunch and Late Afternoon Tea	As a part of quality practices under the National Quality Framework services are required to meet the needs of individual children. Having progressive meal times allows children to eat when they are hungry according to their own needs.
NC, T	Nappy Change and Toileting	Children are required to have their nappy changed every two hours and then again in between where necessary. Children are encouraged to go to the bathroom before lunch and to go to wash their hands before eating.
ST, SRQT	Sleep Time, Sleep, Rest and Quiet Time	According to the law children's individual sleep needs need to be followed and no child is to be forced to sleep but encouraged if they need sleep. In the infant's room some children sleep all day and thus the routine may change for some children. Quiet activities are set up in the preschool rooms for children that don't sleep.
IP	Indoor Play	Available experiences to meet children's interest and support development and learning.
OP	Outdoor Play	

HEALTH AND SAFETY

Adequate Supervision:

Staff will remain in child to staff ratio according to the Early Childhood Education and Care National Regulations.

The service will have CCTV footage within the centre to provide protection and security for both children and staff. CCTV footage will also be accessible within the staircase area. This will allow the nominated supervisor to conduct audits of staff supervising children.

When employing staff their knowledge, skills and attitude will be taken into consideration to ensure they are suitably qualified.

Upon induction, all staff will be oriented to the policies and procedures of the service including the procedure for supervising children. This will include how children and staff will utilise the stairs. This will include staff educating children as a part of the educational program on how to behave in a safe manner and how to learn to regulate their own behaviour in responsibly. Educators will involve children in documenting rules required for responsible behaviour. Evidence shows children are more likely to behave and follow rules if they are involved in creating them.

All staff and all children will go outside for blocks of play and move up and down the stairs as a room group. With at least one educator at the front of the group and one at the back of the group to ensure there is a staff member arriving with children to the outdoor area and one making sure all children are accounted for. A child needing accessibility support will be supported by the accessibility support worker as referred to on pages 6 and page 15. This support worker will take the child separately utilising the lift and the ramp. This will not affect the required ratio of staff to children.

As a part of the regulations, staff are required to do headcounts regularly. Staff will ensure they conduct a headcount before leaving the room and then once they have reached the outdoor area as well as 30-minute interval headcounts. Then do the same when returning back to the indoor play area.

The Nominated Supervisor will lead and conduct a self-assessment to audit the practices of staff including their movements between indoor and outdoor areas.

Harm and Hazards

Policies and procedures will advise staff on how to take reasonable precautions in protecting children from harm and hazards. This will include conducting open and closing premises checks of the indoor and outdoor environment.

Harm and Hazards (Continued)

The service will conduct risk assessments to protect children from the risk of harm within the service by eliminating and reducing hazards within the environment and the surrounding community for children.

Car Park

Entering the premises will be via a security code at the main entrance door and at the door in the car park to the lift, to ensure children remain safe within the premises and no unwanted entry to premises.

All visitors will need to produce government approved photo identification in order to enter the premises and sign in and out of the visitor's register.

All staff will be required to have the required key for the car park to ensure they are able to open and close the garage door prior to the opening and closing of premises.

As a part of orientation, all staff will be shown how to access and use the garage door. All staff driving to work will ensure they arrive and enter the car park before 7:00 am. All staff rostered on opening shift will arrive, unlock the car park and park their car in the designated car park before commencing work. Due to all staff being trained in how to unlock the car park, then the first staff member to arrive prior to 7:00 am of all staff timetabled for opening will unlock the car park. The first six staff members to arrive will utilise the car spaces. Any parents arriving must prioritise parking in designated car parks to allow staff to occupy staff car spaces.

Staff and parents/visitors are encouraged to carpool, use public transport or use other means such as bicycles/motorbikes to reduce dependence on private car use as a part of the service's sustainable strategy.

CCTV will be installed at the garage door and within the basement to provide security and safety for all stakeholders.

All staff upon induction and all families upon orientation will be given the policy and procedure for the car park and made aware of appropriate behaviour within and usage of the car park.

Car parking spaces are to be allocated for use by staff and parents/visitors as outlined in the development consent issued by Ryde City Council for use of the site. The maximum number of staff at any one time for the ratio is 8 plus the nominated supervisor, relief staff member, possible cook and possible accessibility staff member gives a total of 12 staff members. The cook will only be at the service between 9:30 and 2:30 pm and will use any available parking. If there is staff turnover during the day the change over of vehicles will occur without affecting staff numbers.

Staff parked in the basement car park are to leave the basement car park in their vehicles outside of peak periods when children are being picked up and dropped off.

Car Park (continued)

Entering the premises via the main entrance door or via the door at the lift inside the car park will be via security code access. Security access is to ensure children remain safe within the premises and no unwanted entry to premises. The car park door will be open and accessible from 7:00 am until close. For abundant caution, the garage door will remain open during the course of the day and will be opened and closed by staff at the start and the end of the day

All visitors will need to produce identification in order to enter the premises and sign in and out of the visitor's register.

All staff will be required to have the required garage key to ensure they are able to open and close the garage prior to the opening and closing of premises.

CCTV will be provided at the garage door and within the basement to provide security and safety for all stakeholders. The Nominated Supervisor will monitor the car park for safety and will ensure the car park light to indicate it is full has been switched on. The service will have a system in place utilising the car park's full light to avoid any traffic incidents.

As a part of orientation, all staff will be shown how to access and use the garage door. All staff driving to work will ensure they arrive and enter the car park before 7:15 am. Those taking public transport can arrive for work at any time to the service.

All staff upon induction and all families upon orientation will be given the policy and procedure for the car park and made aware of the appropriate behaviour needed within and usage of the car park.

Parents are to be advised upon enrolment that parking in defined spaces only is permitted and that vehicles are, under no circumstances, to be parked on Council's nature strip or on other properties.

Parking will be time-restricted to 10 minutes within the basement car park for the pick-up/drop-off parking time in parent parking spaces to minimise short term parking spillover onto Beatie Avenue and surrounding public roads. This ten-minute restriction will be advised to families upon orientation and with the addition of signage at these designated parent labelled parking spaces.

The service will implement and adhere to processes in relation to the use of the car park to ensure that all stakeholders utilising the car park are made aware of and will agree to follow the rules. This will include adhering to the rule of signage of the car park which will include they must turn left when exiting out of the car park and no right turn is to be permitted when exiting the car park.

Delivery of Goods and Services

The service will minimise the impact of delivery vehicles on the surrounding neighbourhood and ensure deliveries are maintained with ease. Deliveries to the service will include 1 x monthly sanitary disposal and 1 x monthly supplies of miscellaneous goods such as nappies, paper towels and soap and stationary, usually from the same supplier.

The service operator may choose to have a cook or to purchase prepared food through a catering company. If they choose a cook then the cook usually does the shopping or orders weekly. If the service chooses to have food catered then the food is delivered every morning before the service operational hours.

The delivery of goods and services will occur between the hours of 10:00 am to 2:00 pm whilst staff are present at the centre to accept delivery.

All delivery services will be advised of the services procedures for usage of the car park and will sign in and out of premises and be supervised according to the early childhood education and care regulations.

Delivery vehicles will park in parking spots allocated to parents/visitors in the basement car park.

Cleaning and Maintenance

Cleaning of the premises will occur within the last 30 minutes of closing and will be conducted by staff who are not counted in ratio.

Cleaning will occur via professional cleaning services on an as-needs basis and at a minimum of once a month.

Maintenance of grounds such as lawn mowing, gardening and general maintenance will occur outside of operational hours on a weekend.

Noise Control

The children's outdoor play area shall be managed and designed in accordance with the recommendations of the Acoustic Report prepared by NG Child and Associates and approved as part of development consent.

Signs reminding to minimise noise at all times shall be installed at ingress/egress points

The staff will be trained in managing behaviour to ensure that they do not need to raise their voices to children or other staff.

Noise Control (continued)

All gates and doors will have appropriate soft closing mechanisms so they do not slam, ensuring noise from doors, upon entering and exiting the centre, is kept to a minimum.

Use of the children's outdoor play areas shall not occur prior to 9 am or after 5 pm.

The service will have a policy and procedure in place that follows the recommendation of acoustics to allow appropriate ventilation and temperature for children. Recommendations could include having windows and doors closed when the children are indoors.

Management is to ensure children are supervised at all times, to minimise noise generated by the children whenever practical and possible.

Property maintenance shall be undertaken at times and in a manner so as to not cause an "offensive noise" as defined by the Protection of the Environment Operations Act 1997. Maintenance activities shall also satisfy relevant provisions of the Protection of the Environment Operations (Noise Control) Regulation 2008 at all times.

Safe Food Practices

The service will follow the NSW Food Authority recommendations and utilise the Authorities forms from the Children's Services Voluntary Food Safety Program Booklet. This booklet will be utilised regardless of whether the service employs a cook or whether the service utilises an early childhood specific catering company.

All staff who prepare, cook or serve food will have a food handlers certificate. The cook will have nutritious menu planning. The menu will be designed seasonally and display a 4-week menu in advance as according to the Early Childhood Education and Care Directorate.

Waste Management

The service will comply with the waste management plan

The service will have the bins removed twice a week.

They will be taken out every morning by the Nominated Supervisor and brought back to the bin storage area as soon as possible after collection.

OPERATIONAL MANAGEMENT PLAN

Noise Management Policy

Introduction – Statement, Reason and/or Explanation

This policy is to assist in the management and reduction of noise at the education and care centre in line with current legislation and consideration of all stakeholders to ensure children's need for physical outdoor activity is offered and provided and neighbouring properties residence and businesses are not impacted by any nuisance or hazardous noise.

Goals – What we will do

- To assist in the management and reduction of noise inline with current legislation and consideration of all stakeholders to ensure children's need for physical outdoor active play is offered and provided and neighboring properties residence and businesses are not impacted by any nuisance or hazardous noise.

Strategies – How we will achieve this.

Design processes of centre to consider minimising noise impact by;

- Designing the landscape to reduce noise such as the planting of trees around the border of the property.
- Designing car parking and access within the building to contain and reduce noise.
- Designing of the buildings construction to reduce noise.
- Conduct acoustic testing by a recognised Acoustical Consultant and the service to comply with recommendations.

Centre procedures to consider minimal noise impact in the outdoor environment by;

- The service's routine will include a procedure to ensure children are not playing outside before 9:00am.

Strategies for staff to follow to consider for minimal noise impact;

- Staff are fully aware of the need to control excessively noisy behaviour;
- Outdoor play activities are designed and managed to maintain children's interest and attention;
- Children's behaviour is guided quickly and promptly to ensure a more peaceful and calmer environment. Children making excessive noise will be directed inside;
- Whilst active play is encouraged, screaming and shouting is not – it is considered that this type of behaviour can be intimidating to other children;
- There is no use of percussive, hard wheeled and other potentially noisy toys in the outdoor play area close to residential areas;
- Noisy and music experiences will not be offered close to neighbouring property fence line.
- Staffing will meet regulatory requirements of staff to child ratio to ensure all children are attended to appropriately to reduce noise.
- Staff to create mentally and physically stimulating environments so children are engaged and focused in play.
- All staff employed are trained in how to guide children's behaviour through different strategies including how to keep children engaged in play they are interested in. Then there is reduced noise when children are engaged and supervised appropriately. Staff are encouraged to self reflect and make changes if find children are becoming noises through agreed strategies of change.

Strategies for staff to follow to consider for minimal noise impact (continued);

- As a part of the early childhood education and care regulations staff will be required to be working directly with children. The service documents a program that will consider the types of play experiences provided for children to meet the needs of individuals to keep children engaged.
- Staff outdoors will communicate with each other to monitor and reduce noise by changing the intentional program if it gets too loud and redirecting play.
- Staff will create a democratic environment with toddlers and preschool children to involve them in designing the rules at the service for play. This will offer the opportunity for discussion with children where they are able to think about the needs of others. Strategies such as open ended questions and intentional teaching. Asking open ended questions allows them to problem solve why loud noise and certain types of play may affect others. This supports them in learning to have empathy and understanding for others.

Strategies for management to consider for minimal noise impact

- Staff induction to include staff to be made aware of the centres policy and procedures for noise reduction.
- The approved provider will maintain a register of any noise complaints received. All complaints shall be dealt with promptly to ensure service strategies comply with the service policy to reduce noise. Complaint register shall log the time, date, contact details and any details of what caused the noise. The service will advise the complainant within 48 hours of any action undertaken as a result of reviewing processes to reduce noise as a result of reviewing the complaint. These actions will be recorded in the register.
- At least one designated responsible person shall be available on site at all times during operational hours.
- A copy of the noise management policy and procedure will be made aware to all parents / guardians and business or tradesperson in order for them to understand and comply with centre requirements
- Should noise complaints persist, the Centre will engage the services of a recognised Acoustical Consultant (being a full and current member of the Australian Acoustical Society) to monitor noise levels and provide advice on any additional noise mitigation measures (if required)
- Acoustic reporting will be recorded in the register and any required follow up.

Date created	February 2022
Links to Early Childhood Education and Care Legislation	<ul style="list-style-type: none"> • Early Childhood Education and Care Law • Early Childhood Education and Care Regulations
Links to National Quality Standards/Elements	2, 3, 5
Links to Statutory Legislation and Considerations	<ul style="list-style-type: none"> • Work Health and Safety Regulations 2017 • Planning and Environment Legislation Child Care
Other Mandates	n/a

PHYSICAL ENVIRONMENT

Premises and Equipment

The premises and equipment's design and functionality are fit for purpose both indoors and outdoors, through considering the National Quality Framework and its National Quality Standards. It is a flexible design to support the differing learning and developmental needs of children as they grow and develop.

The service will have embedded sustainable practices and a program for children to learn about sustainability. This is supported by the vegetable garden children will be involved in establishing and growing. Some other examples include having a vegetable garden and worm farm, learning how to reduce their eco-footprint and having access to many natural materials in their play and environment such as a dry creek bed.

Building structures and the services equipment meets the Australian Standards. Examples include the use of soft fall to meet impact absorbing surfaces, correct fall heights and zones for equipment and for cots and toys.

Consideration is taken to ensure materials utilised in construction are easy to maintain, clean and be durable. To ensure the upkeep of the premises the service processes will include daily risk assessments for the indoor and outdoor environment.

The service will provide many natural materials and resources for children to use in their play.

STAFFING ARRANGEMENTS

Responsible Person:

The Approved Provider will ensure;

- they appoint a Responsible Person to be responsible for the day to day operations of the service;
- address the minimum requirements for employing the Nominated Supervisor/Responsible Persons.

The Approved Provider and Responsible person/s will ensure;

- all staff have appropriate qualifications, with a minimum of working towards a certificate III and 50% of the staff to be diploma trained and to have the required amount of children per the enrolled capacity of children at the service;
- they maintain the educator to child ratios and educators are compliant with the regulation of working directly with children;
- they appoint a qualified educational leader to lead and support the implementation of the educational program.

Staffing Movements and Transition of Children:

The service will meet the requirements of the Education and Care National Regulations by always working directly with children and in accordance with the required ratio. Staff will continue to be compliant as they transition children between the indoor play area and the outdoor play area where they will transition children into ratio groups and utilise the lift and ramp. i.e.

Staffing:

Infants 4 with 1 staff

Toddlers 10 with 2 staff

Preschool 50 with 5 staff

1 x nominated supervisor

1 x cook

1 x relief staff member

Accessibility staff member if required

Total: 12

Staff Roster:

	Daily Roster Monday to Friday							
	0-2	2-3			3-6		3-6	
Time	D	T	C	T	C	C	T	C
	Centre Opens 7:00 am							
7:30			0.5	0.5				0.5
8:00			1	1				1
8:30		0.5	1.5	1.5	0.5			1.5
9:00		1	2	2	1	0.5		2
9:30	0.5	1.5	2.5	2.5	1.5	1	0.5	2.5
10:00	1	2	3	3	2	1.5	1	3
10:30	1.5	2.5	3.5	3.5	2.5	2	1.5	3.5
11:00	2	3	4		3	2.5	2	
11:30	2.5	3.5		4	3.5	3	2.5	4
12:00	3		4.5	4.5	4	3.5	3	4.5
12:30	3.5	4	5	5		4	3.5	5
13:00	4	4.5	5.5	5.5	4.5		4	5.5
13:30		5	6	6	5	4.5	4.5	6
14:00		5.5	6.5	6.5	5.5	5	5	6.5
14:30	4.5	6	7	7	6	5.5		7
15:00	5	6.5	7.5	7.5	6.5	6		7.5
15:30	5.5	7	8	8	7	6.5	5.5	8
16:00	6	7.5	8.5	8.5	7.5	7	6	8.5
16:30	6.5	8	9	9	8	7.5	6.5	9
17:00	7	8.5	9.5	9.5	8.5	8	7	9.5
17:30	7.5	9			9	8.5	7.5	
18:00	8	9.5			9.5	9	8	
	Centre Closes 18:00pm							

T-Teacher, D-Diploma, C-Certificate III

- Nominated Supervisor Relieves staff for breaks. Blank boxes are for unpaid lunch break others are for rest pauses.
- Nominated Supervisor relieves a different staff for programming time in the afternoon period highlighted.
- Relief staff relieves staff for breaks. Blank boxes are for unpaid Lunch break others are for rest pauses
- Relief staff member relieves a different staff member each day for an hour for programming time.

RELATIONSHIPS WITH CHILDREN

Interactions with Children and Inappropriate Discipline:

The premises are designed to allow educators to set up experiences and resources based on the children's interests, developmental and learning needs. This will ensure children are able to develop within their own range of proximal development which will support children to be content and have a strong sense of self.

Both the indoor and outdoor spaces allow children to be able to engage in quiet and active play by themselves in small groups.

There are spaces for children to feel safe secure and have privacy. This is included in the bathroom where there are walls between the toilets and low walls with higher large windows where at the same time educators can supervise children safely.

The Approved Provider of the building will have appropriate behaviour guidance policies and procedures in place to be able to guide children's behaviour appropriately and in partnership with families. This in turn creates a smooth running of the service where children's needs are met in a timely manner with consistency between the home and the service. Giving children more self-esteem and security and hence reduces any behavioural concerns and noise.

Guiding Behaviour

Introduction – Statement, Reason and/or Explanation

Guiding behaviour is used to create a harmonious environment for children where they feel empowered and are supported to regulate their own behaviour through strength-based approaches. To do this educator create an environment for children where they have a sense of belonging, being and becoming. Where children learn to respond rather than react through having opportunities to understand and manage their emotions and behaviour in ways that consider their own and others wellbeing. Our behaviour is guided by how we feel and think and teaching children to identify and label their emotions can be the first step to guiding their own behaviour in responsive ways.

Educators need to have knowledge of current pedagogical practices and children's ages and stages of development to be able to apply appropriate strategies for given situations. For example, 2-year-old children are not developmentally ready to share toys as they are unable to participate in cooperative play (Parten's Stages of Play) and if we expect them to share this will create conflicting and reactive behaviour. Educators working with children at this age will have access to multiples of the same toy to allow children to play side by side.

For children to be able to respond in calm ways that need to feel safe and secure. This is best supported through relationships that are built between children and educators and through partnering with families to create consistency and predictability between home and the service.

Goals – What we will do

- To ensure that all staff are aware of positive behaviour guidance practices that are based on current research that support all children to regulate their own behaviour.
- The service staff and families collaborate to create a consistent environment between home and the service.
- Strategies used allow children to feel empowered, a sense of belonging, being and becoming and reflect children's rights.

Strategies – How we will achieve this.

The Nominated Supervisor will ensure;

- All educators are trained and utilise strategies to guide children's behaviour through positive strength-based approaches that empower children to regulate their own behaviour.
- Ensure the service and staff keep up to date with current ways of guiding behaviour based on current research.
- Ensure that staff are supported to interact and collaborate with families for consistency to behaviour guidance between home and the ~~service~~ centre.
- Encourage families/guardians and staff to seek support from other professionals and organisations where necessary.

Educators and Staff will:

- Staff are to teach all children how to understand their own emotions and behaviours and those of other children in order for them to learn to have empathy through understanding their peers needs.

- Educators will respond with respect to build trusting, open and honest relationships. This enables children when they are feeling challenged to more likely want to approach them when they are feeling frustrated.
- The child who displays behaviours that may be of a more aggressive nature are to follow the following steps first;
 - Observe the child to find out more information that can include but not limited to,
 - Information about the child's current situation and background
 - Triggers, warning signs or targeting behaviours.
 - Talk with the family and find out further information and discuss observations you have of the child's behaviour
 - Organise a meeting to establish joint goals, discuss strategies for reducing and eliminating inappropriate and unsafe behaviours. Discussing the triggers, warning signs and targeting behaviour in order to help the child be able to reduce their anxiety, anger, misunderstanding or challenges they may be facing in their lives. To support them to regulate their own behaviour through identifying their emotions through involving children in an age-appropriate manner. Document observations, discussions and strategies and aim for consistency of strategies at home and at the service.
 - Continue to talk with the families about the progress of their child's behaviour.
 - Where developmentally appropriate involve the child in helping them to learn how to use their words and body appropriately in a safe manner.
 - Provide strategies that empower the child and allow them to learn to communicate assertively about how they are feeling. These could include but are not limited to; role modelling, scaffolding, open ended questions, collaborating, listening, suggesting, brainstorming, encouragement to develop intrinsic motivation and involving children in setting rules, consequences and limits.
 - Support the child using positive redirection such as instead of saying "no don't hit", instead say, "we use gentle hands".
 - Stop the child's behaviour and remove them from the situation or move other children away from the situation. Always comfort the child who has been hurt first.
 - Encourage children to move away from the situation asking them using your words. If you need to remove the child from the situation as it is violent, ask the other children to move away from the situation and lastly advise the child you are going to remove them from the situation. For example, 'name' I am now going to take your hand and ask you to move with me away so you can have time to calm down. Supervise the child to ensure they are safe. At no point is physical violence or time out to be used.
 - Children's breathing when they are angry or frustrated may be rapid and it is important to slow this down and talk with the child and encourage them to slow their breathing and to become more relaxed. It is also encouraged as a regular practice to support children with mindfulness techniques such as meditation and teaching breathing techniques.
 - Use reflective listening with the child allowing them to be able to share their thoughts. For example, you appear to be upset would you like to talk about it.
 - Give the child time to talk and do not hound the child to talk why they are angry as you may make them more frustrated and escalate the emotion they are feeling.

OPERATIONAL MANAGEMENT PLAN

<ul style="list-style-type: none"> • Be a role model and if they don't have the language then role model what children could say to each other. For older children ask open ended questions to help them learn to think empathically. Such as how do you think 'name' feels when you hit her? • If consequences are given they are not to be a threat or punishment but rather an opportunity for children to be involved to make decision that can help them to behave in a more appropriate, safe and respectful manner. • All children need to be given opportunities where developmentally appropriate to be involved to problem solve as this is an important life skill rather than being told constantly what to do. They need to have the opportunity to learn ways to feel empowered and not threatened by voicing their concerns. • The environment is important to consider as a strategy such as thinking about possible ways to reduce triggers. • Use positive language regardless of how frustrating the situation. Do not use labels for the child as they will lead to building their self-identity. For example, do not use words like naughty, bad, stupid, difficult, or hard. • Have appropriate developmental expectations for the child. 	
Date created	24/02/22
Links to Early Childhood Education and Care Regulations 2011	<ul style="list-style-type: none"> • 166: Offence to use inappropriate discipline. • Section 162A: Persons in day-to-day charge and nominated supervisors to have child protection training. • Section 167: Offence relating to protection of children from harm and hazards. • Section 174: Offence to fail to notify certain information to Regulatory Authority. • Regulation 12: Meaning of serious incident. • Regulation 84: Awareness of child protection law. Regulation 147: Staff members [records]. • Regulation 155: Interactions with children. • Regulation 156: Relationships in groups. • Regulation 168: Education and care services must have policies and procedures. Regulation 175: Prescribed information to be notified to the Regulatory Authority.
Links to National Quality Standards/Elements	<ul style="list-style-type: none"> • Standard 2.1: Each child's health and physical activity is supported and promoted. • Element 2.1.1 Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation. • Standard 2.2: Each child is protected. • Element 2.2.1: At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. Standard • 7.1: Governance supports the operation of a quality service. Element • 7.1.2: Systems are in place to manage risk and enable the effective management and operation of a quality service.
Other Mandates	<ul style="list-style-type: none"> • United Nations Rights of the Child
Sources/References	https://www.acecqa.gov.au/sites/default/files/2020-06/inappropriate-discipline.pdf https://www.acecqa.gov.au/sites/default/files/2020-01/QA5_Supporting_children_to_regulate_their_own_behaviour.pdf

COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

Access for Parents and Community

The service premises will ensure authorised access to the premises only. All parents/guardians/authorised persons to collect children and the visitors to the service will need to provide a government-approved photo id before entering the premises on their first visit and this must be updated bi-annually. The services will retain a copy of the government-approved photo id. All parents, guardians, authorised persons to collect and visitors will need to sign in upon entering the premises and sign out when leaving the premises.

Partnerships

The service will understand the importance of partnering with families and the community. To build relationships with a strong basis of honesty, trust, respect and commitment. With two way assertive communication between stakeholders.

Families and children will have the opportunity to attend an orientation so they can spend time at the service prior to enrolment. This will allow families to become familiar with the philosophy and practices of the service and see if the service is the right fit for them and their child.

GOVERNANCE AND LEADERSHIP

Policies and Procedures:

As per the legal requirements, the Approved Provider of the service will ensure they have the required policies at R168 and they are kept up to date and implemented. All stakeholders will be invited to be involved in reviewing policies to ensure quality and safe practices are embedded at the service as a part of building community collaboration and partnerships.

Stakeholders will be given 14 days notice before making any changes to policies or procedures that are required under R168-169.

Policy review occurs every 12 months and as soon as there are changes to legislation, codes or standards.

Complaints Procedure:

The service will have a complaints policy and procedure to guide how the service responds to complaints. To ensure responding creates a culture of continuous quality improvement through managing the complaint.

As a part of the ECEC regulations, the service is required to have a complaints number displayed at the service for after-hours complaints.

The procedure will ensure the service keeps a log of complaints.

The complaints will be reported to the Early Childhood Education and Care Directorate according to the legislation which includes any complaints made or serious incidents that occurred are reported within 24 hours of being notified.