Staffing Employment and Recruitment Policy
Code of Conduct Policy included
(Student/Volunteer Procedure included)

Sourcing: ACECQA Policy and Procedure Staffing April 2026, NQF, Education and Care Services National law Acts, CCYP and SNAICC and Department of Justice Reportable Conduct scheme)

Statement

- The purpose of the Employment of Early Childhood Professionals Policy is to:
  - reflect an ethical and legal responsibility towards the recruitment and selection of child care professionals[1];
  - obligate equal employment opportunities legislation;
  - effectively communicate information to the centre community about changes to staff/educators;
  - ensure the continuity of staff/educators to maintain the quality of care for children and families;
  - commit to the induction process of child care professionals;
  - strengthen and maintain the staff/carer team morale during times of change;
  - develop opportunities for professional development and training; and
  - ensure that management policies and procedures are transparent and clearly accountable.
  - cultural diversity is respected and reflected in our practices to ensure inclusion and support for all children and families.

- It is understood that there is a shared legal responsibility and accountability between, and a commitment by, all persons to implement the service's Staffing Employment and Recruitment Policy, procedures and practices.

- The *Work, Health and Safety Act* states that employers have a duty of care to their employees to ensure that the working environment supports emotional and mental health and wellbeing.

Snuggles Early Learning Centre considers the safety, rights and best interests of children as the paramount consideration when developing policies and procedures.

Background

This policy supports the centre's philosophical beliefs that providing a stable, happy, friendly environment, in which the children feel safe and secure and where they can form good educator/child relationships which support their learning, is fundamental to the health and wellbeing of all children in our care. (Refer Providing a Child Safe Environment Policy)

[1] For the purpose of this policy, 'child care professional' is defined as any adult involved in caring directly or indirectly for children at a service in a paid capacity and does not include students, volunteers or visitors to the service. Where the term staff/educators is identified in the policy, it can be interpreted as 'child care professional'.

Please refer to:

Education and Care Services National Law
Education and Care Services National Regulations
Child Safe Standards
National and State Mandatory Child Safety Training

- The centre also complies with the National Quality Framework which outlines the requirements that need to be met for accreditation when employing Early Childhood professionals.

Legislative Requirement

Section/Regulation	Description
Section 2A	Paramount consideration - safety, rights and best interests of children
Section 56	Notice of addition of nominated supervisor
Section 56A	Notice of change of a nominated supervisor's name or contact details
Section 56A	Offence to operate education and care service without nominated supervisor
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements
Section 162	Offence to operate education and care service unless responsible person is present
Section 162A	Child Protection Training
Section 162B	Child Safety Training
Section 165	Offence to inadequately supervise children
Section 166	Offence to use inappropriate discipline
Section 166A	Offence to use inappropriate conduct
Section 167	Offence relating to protection of children from harm and hazards
Section 168	Offence related to required programs
Section 169	Offence relating to staffing arrangements
Section 170	Offence relating to unauthorised persons on education and care service premises
Section 172	Offence to fail to display prescribed information
Section 173	Offence to fail to notify certain circumstances to Regulatory Authority

Section 175	Offence relating to requirement to keep enrolment and other documents
Sections 175A to 175J	Devices in education and care services
Section 269B	National Early Childhood Worker Register
Regulation 35	Notice of addition of new nominated supervisor
Regulation 77	Health, hygiene and safe food practices
Regulation 78	Food and beverages
Regulation 79	Service providing food and beverages
Regulation 80	Weekly menu
Regulation 82	Environment to be free from tobacco, vaping devices, vaping substances, drugs and alcohol
Regulation 84	Awareness of child protection law
Regulation 84A	Sleep and rest
Regulation 128B	Child protection training
Regulation 128D	Foundation child safety training
Regulation 128E	Advanced child safety training
Regulation 136	First aid qualifications
Regulation 145	Staff record
Regulation 146	Nominated supervisor
Regulation 147	Staff members
Regulation 148	Educational leader
Regulation 149	Volunteers and students
Regulation 150	Responsible person
Regulation 154A	National Early Childhood Worker Register
Regulation 154B	Approved provider must give information to the National Authority for the National Early Childhood Worker Register
Regulation 155	Interactions with children
Regulation 156	Relationships in groups
Regulation 168	Education and care service must have policies and procedures
Regulation 170	Policies and procedures to be followed
Regulation 171	Policies and procedures to be kept available
Regulation 172	Notification of change to policies or procedures
Regulation 174	Time to notify certain circumstances to Regulatory Authority
Regulation 176B	Nominated supervisor, staff member or volunteer must notify approved provider of changes
Regulation 176C	Approved providers must notify Regulatory Authority of changes

Regulation 179A	Prescribed information to be kept in written record of authorisation to possess or control personal device
Regulation 179B	Prescribed period to keep written record of authorisation to possess or control personal device
Regulation 268	Working with vulnerable people registration—staff members
Regulation 295	Working with children check—staff members
Regulation 344	Working with vulnerable people registration—staff members
Regulation 358	WWCC / Worker Screening to be Read
Regulation 384	Staff Member Requirements

Principles

- We prioritise the health, safety and wellbeing of children. With quality practices for staffing arrangements, we ensure that our educators, staff, regular visitors, volunteers and students safeguard the children at all times.Our community have a duty of care to ensure that all children attending our service are provided with a high level of safety and protection during the hours of the service's operation e.g. free from hazards, tobacco, vaping devices, vaping substances, drugs and alcohol.
- Through the formal appraisal system, it ensures that staff meet, develop and embed understandings of The Australian Professional Standards for Teaching.
- We are committed to good governance and quality management. Our responsible person is appointed in line with regulatory requirements and ensures that the service is effectively supervised and managed.
- We value the important role of volunteers and students on practicum placements. They are provided with the necessary training and support to ensure they are familiar with our policies and procedures.
- All children attending our service are supported with a safe environment through the creation and maintenance of a child safe culture, and this extends to the safe use of digital technologies and online environments.(Refer to The Safe Use of Digital Technologies and Online Environment Policy)

Key Terms

Term	Meaning	Source
Australian Professional Standards for Teachers	The Standards are a public statement of what constitutes teacher quality. They provide a framework which makes clear the knowledge, practice and professional engagement required across teachers' careers. They also inform the development of professional learning goals, provide a framework by which teachers can judge the success of their learning and assist self-reflection and self-assessment.	

Code of conduct	Together with a code of ethics, the code of conduct helps guide interactions between management, educators and staff, as well as informing the service decision-making processes relating to professional standards.	Guide to the NQF (Quality Area 4 – Staffing arrangements)
Code of Ethics	Together with a code of conduct, a code of ethics helps guide interactions between management, educators and staff, as well as informing the service decision-making processes relating to professional standards, especially when there are conflicting obligations or responsibilities. The Guide to the NQF references ECA's Code of Ethics, although compliance with the Code is not mandatory under the National Law and Regulations	
Nominated Supervisor	Must be nominated by the approved provider of the service and the nominated person must give their written consent. They are responsible for day-to-day management of a service and have responsibilities relating to and including: • educational programs (section 168) • supervision and safety of children (sections 165–167) • entry to and exit from the premises (section 170; regulation 99) • nutrition and food and beverages (regulations 77–80) • administration of medication (regulations 93–96) • drugs and alcohol (regulations 82–83) • sleep and rest (regulations 84A) • excursions (regulations 100–102) • transportation (regulations 102B–102D) • staffing ratios and qualifications (regulations 123–128).	
Professional Standards	Professional standards guide practice, interactions and relationships. The standards inform educators and staff of their responsibilities in relation to one another and to the children and their families.	Guide to the NQF (Quality Area 4 – Element 4.2.2)
Hazard	Situations or things that have the potential to harm a person.	
Responsible Person	A responsible person is: • the approved provider or a person with management or control • a nominated supervisor • a person in day-to-day charge of the service In a family day care (FDC) service, the responsible person must be available to provide support to FDC educators. The approved provider is responsible for assessing a person's suitability as responsible person.	National Law (Section 162) Guide to the NQF (Quality Area 4 – Staffing arrangements)
Duty of care	A common law concept that refers to the responsibilities of organizations to provide people with an adequate level of protection against harm and all reasonable foreseeable risk of injury.	
Working with children check	A notice, certificate or other document granted to, or with respect to, a person under a working with children law to the effect that: (a) the person has been assessed as suitable to work with children; or (b) there has been no information that if the person worked with children the person would pose a risk to the children; or (c) the person is not prohibited from attempting to obtain, undertake or remain in child-related employment.	National Law (Definitions)

VIT Registration	The Victorian Institute of Teaching (VIT) is an independent statutory authority for the teaching profession, whose primary function is to regulate members of the teaching profession. The VIT was established by the *Victorian Institute of Teaching Act* (2001) in December 2002 and undertakes its functions in accordance with the *Education and Training Reform Act* (2006). Read more about VIT's legislative requirements. We recognise that all teachers have different specialisations and are in different stages of their teaching journeys. The type of registration a teacher requires depends on a number of factors, such as the education environment they work in, their qualifications, experience, proficiency in the Australian Professional Standards for Teaching (APST) and their suitability to teach.	https://www.vit.vic.edu.au/about

Procedures

Recruitment

The recruitment and retention of staff at Snuggles is very important as we work diligently to create a happy, harmonious, professional environment where staff and management work collectively to provide quality care to all children and their families. Staff and their employment activities are monitored on an ongoing basis and changes/modifications and alterations are made based on both centre and individual needs. The recruitment and retention of quality staff is an ongoing process that complements our changing and growing community dynamic.

Identifying the need for recruitment

In any workplace environment recruitment of staff is fundamental to the success and viability of the business. The Staff are the main asset of any business and childcare is no different in this sense.

Recruitment of staff may be necessary due to the;

- resignation or departure of an Educator;
- Increased Ratio requirements as per National/Victorian guidelines
- need for specialised skills or knowledge such as managers, cooks, end of day cleaners or office assistants;
- quality of care provided. Employing additional staff/educators such as 'floaters' over the licensed adult/child ratios during busy periods of the day;
- development of a list of reliable relief staff/educators that may be required when permanent staff/educators are unable to work; or
- result of change management. For example, a long day care service applies for outside school hours licensing and needs to employ additional staff.

Requirements and obligations

The current National regulations stipulate a child to carer ratio that must be upheld whilst the centre is open. A qualified staff member is required to plan for, and oversee, each room within the centre and assistants are required to support the implementation of the program.

The centre requires **all staff** to hold

- a current Working With Children's Check/VIT,

- First Aid qualifications with CPR, a Current Asthma Management and Anaphylaxis Management certificates,
- A Victorian Mandatory Reporting certificate
- Mandatory National Child Safety Training certificate (Regulation 162A and 162B)
- Food allergy certificates
- and where possible a Food Handlers qualification.
- Evidence of additional professional development courses such as behaviour guidance, child protection and children with additional needs, cultural understandings, digital technology and online environments are advantageous but not a regulatory requirement.

These qualifications coupled with regular staff meeting communications on Child Safety ensure that the members of the staffing community are aware of the existence and application of current Child Protection Law and their obligations under the Law.

Position descriptions including roles and responsibilities
As part of the centre's Performance Review Development Process staff, management and our community developed (and continue to modify) comprehensive position descriptions for each role within the centre. Refer performance Review Position Descriptions.

Selection criteria
The selection criteria for any role within our centre will be based on the position description for that role. Minimum requirements for applicants will be that they

- hold the appropriate tertiary, Tafe or other responsible institution qualification to undertake the position (or have relevant experience that is recognized by our governing bodies),
- have a Working With Children's Check/VIT,
- have a First Aid qualification with CPR
- have a Current Anaphylaxis Management certificate,
- have a Current Asthma Management Certificate
- have National and State Mandatory Child Safety Training and
- where relevant, hold a Food Handlers qualification.

Advertising
Roles are advertised for child care professionals primarily through online recruitment resources, newspapers, or through institutions that may have students who are looking for employment.
Advertisements follow a familiar pattern but are modified based on the requirements of the role. The content of advertisements traditional reflect the following criteria,

- Position/ title and responsibilities with reference to our child safe culture, qualifications required, employer contact details and application close date.

Selection process
Applicants are selected based on their individual applications and contacted by phone for an interview.

- The interview traditionally comprises of one or two members of the centre management or leadership team and generally follows a discussionary format where by interview questions are asked and answered based on the nature of the position. This will include questions relating to the Child Safe Standards.
- Interview questions for each position may vary based on the needs of the position and the applicant's answers which may need further exploration.
- If an applicant's qualifications haven't been presented prior to the interview these will need to be sited during the interview process.
- Reference checks will be completed prior to the applicant being offered employment. These reference checks will take the form of confirming information obtained or omitted from the interview with the applicant. Including but not limited to, information regarding Child Safe Standards
- Qualifications may need to be verified with the appropriate authorities if obtained from outside of Victoria.
- Educators under the age of 18 must be supervised at all times by an educator who has attained the age of 18 years.

Selecting the successful applicant

- Successful applicants will be selected based on who is best suited (in our opinion and based on the evidence presented) to the role at our centre
- The successful applicant will be notified by phone or email, whichever is appropriate.
- Both successful and unsuccessful applicants are invited to ascertain verbal feedback on their interview.
- If a successful applicant is not found after the interview process, the position will be readvertised.

The employment of casuals

Casual/relief staff at Snuggles are often recommended to us, or have completed workplace training with us. Snuggles has worked to develop a pool of regular relievers, who undergo a face to face interview before assisting with staff absences, to provide continuity for the children and their families at the centre. Regular relief staff are familiar with room routines and centre requirements which allows them to operate as effective team members in our environment.

The use of employment agencies

Where necessary Snuggles management will utilize the services of agency staff in the centre but this is not our preferred model. The staff and management prefer the familiarity of our regular relief staff where possible.

The service's relief list

- The relievers list housed in the office provides the names and contact details of regular and agency relief staff.

Induction

Staff

All Staff are required to complete a comprehensive induction to ensure the continuity of care for children and families and the consistency of practices at the centre.

- New staff to the centre are paired with a staff mentor to ensure questions are answered and guidance given from the beginning of their employment.
- Documents that staff/educators receive when being inducted into the centre include:
    - the position description and conditions of employment;
    - A Staff Handbook which contains a copy of the service's philosophy statement, policies and procedures, Code of conduct which references Child Safety;
    - Emergency evacuation procedures,
    - Centre open and close procedures
    - A comprehensive checklist which acts as an initial introduction to where everything is housed and where/how to find important information. This induction is inclusive of identifying children with allergies or those having medical risk minimization and medical action plans (Refer to Dealing with Medical Conditions policy). Relief staff are given to a much shorter but comprehensive induction process in which children with known allergies are identified.
    - New staff members are appointed a mentor to assist and monitor their child/staff/ family interactions
    - New staff members are met with by management or a member of the leadership team informally throughout their first weeks at the centre to ensure they are competent in their new role and have become familiar with children, families, staff and centre routines.
    - A comprehensive induction video has been developed to support understandings of roles and responsibilities of staff (this can be revisited at any time)
    - At the completion of the probationary period assuming the staff member has appropriately fulfilled their role for which they were employed to the satisfaction of management and that they are happy to continue in the role as a permanent team member, a performance review professional development plan will be established with the new staff member.

Policies

The centre policies are all housed on the Snuggles shared Google Drive using the Snuggles staff emails for access. All policies outlined in regulation 168 are available to all community members on the website using the password snuggles@123

It is a centre requirement that all staff read, understand and implement centre policies and participate in the review of policies within the service. If there are any uncertainties regarding policy or procedural requirements, that staff direct these questions to management immediately.

- The staff Handbook that staff are given at the time of their employment clearly states this requirement.
- Staff have a mentor assigned to them to assist in their introduction and ongoing development in their first 3 months at the centre but staff also have a chosen mentor

for the purpose of the performance appraisal system to support ongoing learning and development.

Routines and supervision
Routines, Emergency Evacuation Procedures, Supervision Plans, Allergy Lists (and where medications are housed), Parent Contact lists and Room Programs are clearly identifiable in all rooms. Staff members are asked to familiarize themselves with these on entry to the room.

Experiences
Clear expectations are expressed through the centre philosophy that the children are our first priority and that their care and the provision of stimulating and engaging activities are fundamental to their happiness, individual growth and wellbeing. As such, carers are directed to interact with children as they play and ensure that programs are implemented and modified where necessary.

Relief staff, Regular visitors students and volunteers
Casual/relief staff at Snuggles are primarily selected from a pool of regular relievers. This helps to provide continuity for the children at the centre and their families and allows the relievers to become more familiar with centre and room routines. Rosters, where possible, reflect this by trying to utilize relievers in the same rooms so that they can establish a room by room picture of the centre and the staff expectations of them whilst they are employed. Students/volunteers are always paired with a member of staff and are not to be left in a room without the support of a regular staff member. There is an induction for relievers and students and a student's do's and don'ts sheet sighted on arrival.
Relief staff, Regular visitors, students and volunteers must be aware of the existence and application of current child protection law and their obligations under the law, this awareness is supported by the sign in procedures, and visitors information at the service and where applicable the induction process.

Protective behaviours and practices
At Snuggles we embrace diversity and celebrate individuality as we work together to promote a team atmosphere with high staff morale with great focus on creating a child safe organization.

Personal Devices
In line with Regulation 168, the Statement of Regulatory Expectations - National Model Code and the Snuggles Safe Use of Digital Technology and Online Environments Policy, all images and videos of children must be taken, used, stored and destroyed, in accordance with centre guidelines. Personal devices are strictly prohibited;

- only service-issued electronic devices should be used when taking images or videos of children while providing education and care

- personal electronic devices that can take images or videos and personal storage and file transfer media should not be in the possession of any person while providing education and care and working directly with children
- any exceptions to the restrictions on personal devices are limited to essential purposes other than the taking of images or videos of children. They must be authorised in writing by the approved provider (or another means if not reasonably practical), and only be authorised where access does not impede the active supervision of children.

Snuggles has strict controls in place for the appropriate storage and retention of images and videos of children - please refer to the Snuggles Safe Use of Digital Technology and Online Environments Policy.

Staff/Carer professional development opportunities
At Snuggles we encourage and support all staff to participate in professional development activities. We actively encourage our staff to train other staff at the centre in a mentoring, or train the trainer capacity. We work to maintain and strengthen the skills and knowledge of staff/educators in relation to equal employment opportunities through our developed performance appraisal system.
The centre staff developed their position descriptions, roles and responsibilities which we have now linked to performance reviews.
Staff will be expected to undertake training regarding the Child Safe Standards implementation inclusive of the use of Digital Technology and online safety in the child care environment

Communication with different stakeholders

Educational Leader
As per the Regulations - Snuggles is required to designate a person suitably qualified to lead the development and implementation of Educational Programs in the service

The Early Childhood Teacher Requirements

25 or more children being educated and cared for on a given day (r132-134)	An early childhood teacher must be **in attendance at the service**: at least 6 hours on that day, if the service operates for 50 or more hours a week; or 60% of operating hours of the service on that day, if the service operates for less than 50 hours a week. OR The service engages a full time or full time equivalent early childhood teacher (regulations 132(2), 133(2), 134(2)).	An early childhood teacher is **in attendance at the service** if they are physically present at the service and carrying out education and care activities at the service including: working directly with children; planning programs; mentoring, coaching or supporting educators; facilitating education and care research; performing the role of educational leader of the service (see regulation 118). **NOTE: a second ECT qualified educator will be required from 1/1/2020 for our centre** For services that provide education and care to 60 or more children preschool age or under but not more than 80 on a given day, the second ECT or suitably qualified person must be in attendance for: ● at least 3 hours on that day, if the service operates for 50 or more hours a week ● 30% of the operating hours of the service on that day if the service operates for less than 50 hours ● OR, be employed for half of the full-time equivalent hours of the service.

Educator requirements

0-35 months Ratio: 1 educator to 4 children

36 months - Preschool Age Ratio: 1 educator to 11 children

Educator qualification requirements:

at least 50 per cent of required educators must have (or be enrolled in and studying towards) an approved diploma level qualification.

All other required educators must:

- have (or be enrolled in and studying towards) an approved certificate III level (or above) qualification, and
- have completed and passed their 3 month probationary period.

Children and families

Through open communication parents are informed of the arrivals and departures of staff. We work hard to introduce new staff members, through newsletters and memos and to farewell staff from the centre through the same means, providing time (where possible) for carers to say their farewells to families.

staff/educators
Staff are informed of staffing requirements through their rosters, daily communications, team, leadership or staff meetings dependent on which is more practical at the time

Management/Coordination unit staff
New staff are introduced to all staff members on their arrival. If possible we will welcome them prior to beginning at the centre at a staff meeting, but if this is not possible, collectively the staff are enlisted to support and introduce a new staff member to children, parents and the wider community. For external bodies we contact the relevant person and notify them of any handover of personnel.

Regular Visitors/Students/Volunteers at Snuggles
We have many requests from schools, colleges and tertiary institutions, to support placement requirements for students. Snuggles is committed to providing support where possible to these organizations, however the centre requires students to fulfil the requirements listed below in order to complete their placement within our environment.

Students must:

- Complete the Snuggles Student Induction prior to commencement.
- Hold a current Working With Children's check
- Hand paperwork into the centre prior to placement
- Dress appropriately for our environment (following our uniform code of closed toe shoes, black or dark coloured trousers and a shirt with a jumper/jacket)
- Familiarize themselves with centre policies and guidelines and follow these at all times whilst in attendance at the centre ie) Students are not to participate in food service and nappy change procedures as outlined in the student induction.
- Be punctual
- Interact professionally with the children at all times.
- Follow the directions of the Educators.
- Report to the supervisor where necessary
- Maintain the privacy of the children and families at the centre post placement.
- Complete a workplace timetable with dates and times that they are at the centre.
- Abide by the NO personal devices when working with children and Safe Use of Digital Technologies Provisions as outlined in the policy

A comprehensive induction video has been developed to support understandings of roles and responsibilities of students and volunteers whilst attending the service inclusive of but not limited to the safe use of digital technology and online environments, reporting child safety compliance, law and obligations as a mandatory reporter, safe food handling practices and allergy awareness and dealing with medical conditions and emergency situations.

Note: Regular Visitors/Students/Volunteers undertaking Work Experience/placement at the centre are exempt from providing a Working with Children's Check and/or a Police Check if they are under the age of 18 years

Note: All Students/Volunteers will be under the guidance of the room leader in which they are working

Qualifications
Snuggles continues to strive to encourage staff to further their qualifications. As per National Regulations.
For the establishment of approved qualifications Snuggles Management will refer to ACECQA

Staff Code of Conduct
The Snuggles Code of Conduct is based on the United Nations Convention on the Rights of the Child (1991) https://www.unicef.org.au/
Early Childhood Australia Code of Ethics (2016) www.earlychildhood.org.au
Victorian Teaching Profession Code of Ethics (2021)
https://www.vit.vic.edu.au/sites/default/files/media/pdf/2021-07/Document_VIT_Code_of_Conduct.pdf

The requirements listed below are considered to be minimum expectations with regard to how our staff conduct themselves on a daily basis.
The following values and processes are considered central to the Code of Conduct

Respect, Courage, Democracy, Honesty, Integrity, Education, Cultural responsiveness, Social responsiveness, Inclusivity, Justice, Physical engagement and responsiveness to Children's diverse physical, social and emotional needs .Procedures support complex integrated center family, staff and child relationships.

The Reportable Conduct Scheme https://ccyp.vic.gov.au/reportable-conduct-scheme/ is adhered to.

The NQF Child Safe Cultural Guide, NQF Online Safety Guide, the paramount considerations, inappropriate discipline and inappropriate conduct child safety reform guidelines guide all interactions with children at the service for all members of the community inclusive of staff, educators, students, volunteers, regular visitors and families.

Staff with Children

- Interactions with children are warm and responsive and build trusting relationships
- Every child is able to engage with educators in meaningful open interactions that support the acquisition of skills for lifelong learning (Refer Interactions With Children Policy)
- Each child is supported to feel confident and included with a strong sense of belonging.
- Children have the opportunity to explore experiences in an environment that supports wellbeing and fosters their learning and development – the program including routines are organized in a manner that maximizes opportunities for each child's learning/interests.

- Each child's knowledge, ideas, culture, abilities, and interests are the foundation of the program
- Children's behaviour is guided through encouraging self-esteem and promoting a sense of belonging. This is further supported through a consistent approach within the Centre (ie: Positive Reinforcement.)
- Children are encouraged by staff to celebrate the differences of others and respect the diversity within our community.
- The dignity and rights of children are maintained at all times supporting the development of social responsiveness and tolerance of others.
- Staff embed the requirements of the Child Safe Standard legislation in day to day practice by empowering children
- Staff embed the requirements of the Child Safe Standard legislation and the safe use of digital technology in day to day practice by empowering children and providing information to families that works to assist them to develop their understandings and support children.

Staff with Parents

- Parents feel secure that their children are well cared for. Respectful, supportive relationships with families are developed and maintained with open communication within our community.
- Parents are encouraged and provided with opportunities to become involved with the Centre when and if they choose to do so
- Parents are able to express their concerns, share information about their child(ren) and to ask questions in an open communicative environment where families are made to feel welcome and valued.
- Parent/ Centre partnerships are valued and supported by staff where the sharing of information about their child(ren) is vital to the child's wellbeing and central to the families sense of belonging.
- Families experiences, cultural diversity and uniqueness is valued, acknowledged, supported and celebrated within our community.
- Staff embed the requirements of the Child Safe Standard legislation and the safe use of digital technology in day to day practice by empowering children and providing information to families that works to assist them to develop their understandings and support children.

Staff as Professionals

- Staff are committed to the development of quality programs that challenge each child's interests, and individual and collective curiosity.
- Staff take pride in recording children's learning journeys making their learning visible.
- Staff support each other in the implementation of the program, respecting each other's contributions, ideas and beliefs.
- Staff build collaborative relationships built on trust, respect and honesty acknowledging and supporting professional challenges and strengths.

- Staff respect children as individuals and as members of a group, providing support to assist children to learn and develop at their own pace.
- Staff accept that all families have unique experiences and practices, at all times being non-judgmental and supportive, respecting choices made by parents.
- Staff share the responsibility of all tasks within the rooms and across the centre being actively encouraged to participate in the ongoing team experience to maintain quality care and education
- Staff are responsible for their professional development and are supported by the Centre to participate in in-service training to further develop their knowledge and skills.
- Staff are encouraged to reflect on their practice as Educators to grow and continue to develop as continuous learners on their learning journey.
- Staff have a duty of care to maintain the environment in a clean, safe, secure and healthy manner
- Staff have a duty of care to develop an environment adhering to the requirements of the Child Safe Standards and Safe Digital Technology practices
- Staff regularly engage in Child Safety professional development inclusive of the safe usage of technology and the child safety standards.
- Staff take appropriate actions if the code of conduct is not met.
- Staff ensure that their responsibilities relating to educational programs; supervision and safety of children; entry to and exit from premises; nutrition and food and beverages; administration of medication; sleep and rest; use of digital devices,; risk assessments, staffing ratios and qualifications and are met

Determining the responsible person present at the service

The centre will include a copy of responsible persons in each staff member's staff record. A copy is also located in the office for staff to see. The Approved Provider, Nominated Supervisor and Responsible persons are listed in the foyer information. The person in charge of the centre at any given time is displayed in the foyer and a record is kept in the office.

Responsible educators are invited to become a responsible person in charge of the day to day operations of the centre and selected based on their knowledge of general centre procedures and ability to act according to those policies and procedures in the absence of the approved provider and nominated supervisor.

National Workforce Register for Staff, students, regular visitors and volunteers

- Staff, student, regular visitors and volunteer information required to be submitted through the NQATIS portal will be collected from all required community members from 1/4/2026 using a centre based form.
- Data will be entered within the required timeframe for compliance.
- Data will be ended within the required timeframe for compliance
- The Regulatory authority will be notified within 24 hours of becoming aware of any change in status of WWCC/WWVP
- This information collected supports the Child Safety reforms and the child safety culture of the organisation.

- Staff are responsible to notify the service of a name change or a change to staff contact details or if for any reason their WWCC/VIT has been suspended or declined.

Link to Other Policies

All policies (Reg 168) are relevant and guide staff at the centre and must be read, complied with and implemented by staff working at Snuggles. As policies are updated staff will reflect on this through the review process to support common understanding and effective implementation of the centre policies and procedures

Induction and Training

Snuggles Early Learning Centre is committed to the ongoing training and development of our Educators. Professional development is offered to Educators regularly to support the development, health and wellbeing of children and to support our community.

Sources and Further Review

Useful resources Include links to useful resources that have helped inform the development of your policy. Be mindful of the existence of any state or territory specific content. Some examples include, but are not limited to:

• ACECQA – Compliance history statement template for a person to be a person in day-today charge or a nominated supervisor
• ACECQA – Guide to the National Quality Framework
• ACECQA – Information sheet: Inappropriate discipline
• ACECQA – Information sheet: Inappropriate conduct
• ACECQA – Information sheet: Understanding the paramount consideration
• ACECQA – Information on child protection training and child safety training
• ACECQA – Information on the National Early Childhood Worker Register
• ACECQA – Safe use of devices in education and care services
• ACECQA – Opening a new service
• ACECQA – Prohibition notice declaration for prospective staff members
• ACECQA – Responsible person requirements for approved providers from 1 October 2017
• ACECQA – NQF Child Safe Culture Guide
• ACECQA – NQF Online Safety Guide
• Early Childhood Australia – Codes of Professional Conduct
• Early Childhood Australia – Early Childhood Australia Code of Ethics

Reviewed Created and Reviewed

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