



BPK Participation of Volunteers and Students Policy v3.01

Policy Scope: Mandatory				Quality Area 4		
Version	ELAA Template	Authored by	Reviewed by	Approved by	Review Date	Change(s)
3.00	3 (July 2019)	BPK Policy officer	Gayle Dwyer / BPK Policy	BPK CoM	June 2020	Adopting new ELAA template
3.01	3 (April 2021)	BPK Policy officer	Gayle Dwyer / BPK Policy	BPK CoM	May 2021	Amendments as per PolicyWorks update 4 th May 2021

PURPOSE

This policy will provide guidelines for the engagement and participation of volunteers and students at Batman park Kindergarten, while ensuring that children's health, safety and wellbeing is protected at all times.

POLICY STATEMENT

1. VALUES

Batman park Kindergarten is committed to:

- supporting connections with educational institutions to provide opportunities for students to undertake practicum placements as part of their studies
- building relationships with community members and providing suitable opportunities to engage volunteers to contribute to the programs and activities of the service
- ensuring the health, safety and wellbeing of each child at the service through consistent compliance with this policy and procedures when engaging volunteers and students.

2. SCOPE

This policy applies to the approved provider, persons with management or control, nominated supervisor, persons in day-to-day charge, early childhood teachers, educators, staff, students (refer to *Definitions*), volunteers (refer to *Definitions*), parents/guardians, children and others attending the programs and activities of Batman Park Kindergarten.

3. BACKGROUND AND LEGISLATION

Background

Students may participate in programs and activities at the service from time to time including observing and experiencing the provision of centre-based education and care. This will be encouraged and facilitated by Batman park Kindergarten wherever appropriate and possible.

Batman park Kindergarten values the participation of parents/guardians and other family members, and the voluntary contribution they make to the education and care of their own and other children. "In genuine partnerships families and educators value each other's knowledge and roles, communicate freely and respectfully and engage in shared decision making" (*Early Years Learning Framework – refer to Sources*).

Batman park Kindergarten aims to provide a range of opportunities for family members, volunteers and students to participate in programs and activities while adhering to clear guidelines regarding appropriate interactions and communication with staff, and other adults and children at the service (refer to *Code of Conduct Policy*).

The role that volunteers play in education and care services varies and can include working with groups of children, preparing materials or food, assisting with administrative tasks or working one-on-one with individual children. The service is responsible for ensuring that volunteers are suitable to work with children, and that children's health, safety and wellbeing is protected at all times.

Volunteers should only be engaged to complement, not replace, the work of paid staff. Accordingly, services should not engage volunteers to fill the place of an employee who is ill or on leave, or to fill a vacant budgeted position.

Volunteers must **not** be asked to perform tasks:

- that they are untrained, unqualified or too inexperienced to undertake
- that put the children or themselves in a vulnerable or potentially unsafe situation

- where there is a conflict of interest.
- Prior to participation at the service, a volunteer or student (aged 18 years or over) must be in possession of a Working with Children (WWC) Clearance (refer to *Definitions*).

Parents/guardians whose children usually attend the service are exempt from needing a WWC Check (refer to *Definitions*). However, a service may decide, as a demonstration of duty of care, that all parents/guardians who volunteer at the service are required to undergo a WWC Check (refer to *Definitions*).

In line with Child Safe Standard 4 and the *Child Safe Environment Policy*, prior to engaging a volunteer or student an assessment should be undertaken of the nature of the responsibility to determine whether a position description is required, and based on that whether an interview and referee checks are required.

Legislation and standards

Relevant legislation and standards include but are not limited to:

- Child Safe Standards
- *Education and Care Services National Law Act 2010*
- *Education and Care Services National Regulations 2011*
- *Equal Opportunity Act 2010* (Vic)
- *Fair Work Act 2009* (Cth)
- *National Quality Standard*, Quality Area 4: Staffing Arrangements
- *Occupational Health and Safety Act 2004* (Vic)
- *Worker Screening Act 2020* (Vic)
- *Worker Screening Regulation 2021* (Vic)

4. DEFINITIONS

The terms defined in this section relate specifically to this policy. For commonly used terms e.g. Approved Provider, Nominated Supervisor, Regulatory Authority etc. refer to the *General Definitions* section of this manual.

Child-related work: In relation to the WWC Check (refer to *Definitions*), child-related work includes work with children which may involve physical contact, face-to-face contact, oral, written or electronic communication.

Conflict of interest: (In relation to this policy) refers to an interest that may affect, or may appear reasonably likely to affect, the judgement or conduct of the volunteer, or may impair their independence or loyalty to the service. A conflict of interest can arise from avoiding personal losses as well as gaining personal advantage, whether financial or otherwise, and may not only involve the volunteer, but also their relatives, friends or business associates.

Staff record: A record which the approved provider of a centre-based service must keep containing information about the nominated supervisor, the Educational Leader, staff, volunteers, students and the responsible person at a service (Regulations 146–149). A sample staff record is available on the ACECQA website: <http://www.acecqa.gov.au/>

Student: A person undertaking a practicum placement as part of a recognised early childhood qualification. This student will be supported by an educational institution in the completion of their placement.

Volunteer: A person who willingly undertakes defined activities to support the education and care programs at a service in an unpaid or honorary capacity. These activities may include child-related work (refer to *Definitions*), administrative tasks, or preparing materials or food.

Working with Children (WWC) Check: The check is a legal requirement for those undertaking paid or voluntary child-related work (refer to *Definitions*) in Victoria and is a measure to help protect children from harm arising as a result of physical or sexual abuse. The Department of Justice assesses a person's suitability to work with children by examining relevant serious sexual, physical and drug offences in a person's national criminal history and, where appropriate, their professional history.

Working with Children (WWC) Clearance: A WWC Clearance is granted to a person under Worker Screening legislation if:

- they have been assessed as suitable to work with children
- there has been no information that, if the person worked with children, they would pose a risk to those children
- they are not prohibited from attempting to obtain, undertake or remain in child-related employment.

5. SOURCES AND RELATED POLICIES

Sources

- Australian Children's Education and Care Quality Authority (ACECQA): www.acecqa.gov.au
- *The Early Years Learning Framework for Australia: Belonging, Being, Becoming*: www.acecqa.gov.au
- A Guide for Creating a Child Safe Organisation (The Commission for Children and Young People) www.cryp.vic.gov.au
- Working with Children Check unit, Department of Justice & Regulation – provides details of how to obtain a WWC Check: www.workingwithchildren.vic.gov.au

Service policies

- *Child Safe Environment Policy*
- *Code of Conduct Policy*
- *Complaints and Grievances Policy*
- *Delivery and Collection of Children Policy*
- *Determining Responsible Person Policy*
- *Inclusion and Equity Policy*
- *Interactions with Children Policy*
- *Occupational Health and Safety Policy*
- *Privacy and Confidentiality Policy*
- *Staffing Policy*
- *Supervision of Children Policy*

PROCEDURES

The approved provider and persons with management or control are responsible for:

- developing guidelines for accepting applications from volunteers and students to work at the service in consultation with the Nominated Supervisor and educators and which are aligned with the *Child Safe Environment Policy*
- accepting or rejecting a potential volunteer or student based on the circumstances of the service at the time, in consultation with the Nominated Supervisor

- ensuring that children being educated and cared for by the service are adequately supervised, and the legislated educator-to-child ratios are complied with at all times (Regulations 123, 355, 360) (refer to *Supervision of Children Policy*)
- checking the status of the Working with Children (WWC) Clearance of volunteers and students where required, and ensuring that the details are recorded in the service register
- ensuring that the staff record contains the name, address and date of birth of volunteers and students attending the service (Regulations 145, 149(1))
- keeping a record for each day on which each student or volunteer participates with the date and the hours of participation (Regulation 149(2))
- ensuring that volunteers, students and parents/guardians are adequately supervised at all times, and that the health, safety and wellbeing of children at the service is protected
- ensuring that volunteers, students and parents/guardians are not left with sole supervision of individual children or groups of children
- ensuring that the nominated supervisor, educators and other staff, volunteers and students on placement at the service are not affected by alcohol or drugs (including prescription medication) that would impair their capacity to supervise or provide education and care to children (Regulation 83)
- ensuring that parents/guardians of a child attending the service can enter the service premises at any time that the child is being educated and cared for, except where this may pose a risk to the safety of children or staff, or conflict with any duty of the approved provider, nominated supervisor or educators under the law (Regulation 157)
- developing a range of strategies to enable and encourage the participation and involvement of parents/guardians at the service
- providing volunteers, students and parents/guardians with access to all service policies and procedures, and a copy of the *Education and Care Services National Regulations 2011*
- ensuring that volunteers, students and parents/guardians comply with the National Regulations and all service policies and procedures, including the *Code of Conduct Policy*, while attending the service
- developing an induction checklist for volunteers and students attending the service (refer to Attachment 1) in consultation with the Nominated Supervisor and educators.

The nominated supervisor and persons in day to day charge are responsible for:

- assisting the approved provider to develop guidelines for applications from volunteers and students to work at the service and which are aligned with the *Child Safe Environment Policy*
- assisting the approved provider with decisions in relation to accepting/rejecting a potential volunteer or student based on the circumstances of the service at the time
- ensuring that children being educated and cared for by the service are adequately supervised, and the legislated educator-to-child ratios are complied with at all times (Regulations 123, 355, 360) (refer to *Supervision of Children Policy*)
- ensuring that, where required, that volunteers/students only commence at the service with a Working with Children's Clearance, and that details are included on the staff record
- ensuring that volunteers, students and parents/guardians are adequately supervised at all times when participating at the service, and that the health, safety and wellbeing of children at the service is protected
- ensuring that volunteers, students and parents/guardians are not left with sole supervision of individual children or groups of children
- ensuring that parents/guardians of a child attending the service can enter the service premises at any time that the child is being educated and cared for, except where this may pose a risk to the

safety of children or staff, or conflict with any duty of the approved provider, nominated supervisor or educators under the law (Regulation 157)

- ensuring strategies are in place to enable and encourage the participation and involvement of parents/guardians at the service
- providing volunteers, students and parents/guardians with access to all service policies and procedures, and a copy of the *Education and Care Services National Regulations 2011*
- ensuring that volunteers, students and parents/guardians comply with the National Regulations and all service policies and procedures, including the *Code of Conduct Policy*, while attending the service
- assisting the approved provider to develop an induction checklist for volunteers and students at the service (refer to Attachment 1)
- ensuring that volunteers and students have completed the induction checklist (refer to Attachment 1) and have been provided with a copy of the staff handbook, if applicable.

Early childhood teachers, educators and all other staff are responsible for:

- assisting the approved provider and nominated supervisor to develop guidelines for applications from volunteers and students to participate at the service and are aligned with the *Child Safe Environment Policy*
- ensuring that children being educated and cared for by the service are adequately supervised, and the legislated educator-to-child ratios are complied with at all times (refer to *Supervision of Children Policy*)
- providing volunteers, students and parents/guardians with access to all service policies and procedures, and a copy of the *Education and Care Services National Regulations 2011*
- ensuring that volunteers, students and parents/guardians comply with the National Regulations and all service policies and procedures, including the *Code of Conduct Policy*, while attending the service
- ensuring that volunteers, students and parents/guardians are adequately supervised at all times, and that the safety, health and wellbeing of children at the service is protected
- ensuring that volunteers, students and parents/guardians are not left with sole supervision of individual children or groups of children
- enabling parents/guardians of children attending the service access the service premises at any time the child is being educated and cared for except where this poses a risk to the safety of children and/or staff
- encouraging the participation and involvement of parents/guardians at the service
- assisting the approved provider and nominated supervisor to develop an induction checklist for volunteers and students at the service (refer to Attachment 1)
- assisting volunteers and students to understand the requirements of this policy and the expectations of the service.

Volunteers and students, while at the service, are responsible for:

- ensuring they have provided all details required to complete the staff record
- undertaking a WWC Check
- understanding and acknowledging the requirement for confidentiality of all information relating to educators and families within the service (refer to *Privacy and Confidentiality Policy*)
- complying with the requirements of the *Education and Care Services National Regulations 2011* and with all service policies and procedures, including the *Code of Conduct Policy*, while at the service
- undertaking the induction process and completing the induction checklist (refer to Attachment 1) prior to commencement at the service

- following the directions of staff at the service at all times to ensure that the health, safety and wellbeing of children is protected.

Parents/guardians are responsible for:

- providing information for the staff record as required
- complying with the requirements of the *Education and Care Services National Regulations 2011* and with all service policies and procedures, including the *Code of Conduct Policy* and *Privacy and Confidentiality Policy* while attending the service
- following the directions of staff at the service at all times to ensure that the health, safety and wellbeing of children is protected.

EVALUATION

In order to assess whether the values and purposes of the policy have been achieved, the approved provider will:

- check staff records on a regular basis to ensure details of students, volunteers and where appropriate parents/guardians are maintained in line with all legislative requirements as outlined in the policy
- regularly seek feedback from everyone affected by the policy regarding its effectiveness
- monitor the implementation, compliance, complaints and incidents in relation to this policy
- keep the policy up to date with current legislation, research, policy and best practice
- revise the policy and procedures as part of the service's policy review cycle, or as required
- notifying all stakeholders affected by this policy at least 14 days before making any significant changes to this policy or its procedures, unless a lesser period is necessary due to risk .

ATTACHMENTS

- Attachment 1: Sample induction checklist for volunteers and students
- Attachment 2: Relief Staff Orientation
- Attachment 3: Student and Volunteer Orientation
- Attachment 4: Home Kinder Helper Sheet
- Attachment 5: Bush Kinder Helper Sheet
-

AUTHORISATION

This policy was adopted by the Approved Provider of Batman park Kindergarten on 09th May 2021.

REVIEW DATE: 09/MAY/2021

ATTACHMENT 1

Sample induction checklist for volunteers and students

Name: _____

Date: _____

To be completed by all volunteers and students participating at Batman park Kindergarten and returned to the Nominated Supervisor prior to commencing at the service.

	Please tick
I have been given access to all the policies and procedures of Batman park Kindergarten	
I understand the content of service policies and procedures, including those relating to:	
• conduct while at the service (<i>Code of Conduct Policy</i>)	
• emergency, evacuation, fire and safety, including locations of fire extinguishers and emergency exits (<i>Emergency and Evacuation Policy</i>)	
• accidents at the service (<i>Incident, Injury, Trauma and Illness Policy</i>)	
• dealing with medical conditions (<i>Dealing with Medical Conditions Policy, Asthma Policy, Anaphylaxis Policy, Diabetes Policy, Epilepsy Policy and Administration of Medication Policy</i>)	
• good hygiene practices (<i>Hygiene Policy</i>)	
• dealing with infectious diseases (<i>Dealing with Infectious Diseases Policy</i>)	
• first aid arrangements for children and adults, including the location of the nearest first aid kit (<i>Administration of First Aid Policy</i>)	
• daily routines	
• the importance of OHS and following safe work practices (<i>Occupational Health and Safety Policy</i>)	
• interacting appropriately with children (<i>Interactions with Children Policy</i>)	
• reporting of serious incidents and notifiable incidents at the service (<i>Incident, Injury, Trauma and Illness Policy, Complaints and Grievances Policy and Occupational Health and Safety Policy</i>)	
• reporting hazards in the workplace (<i>Occupational Health and Safety Policy</i>)	
• handling complaints and grievances (<i>Complaints and Grievances Policy</i>)	
• child safety and wellbeing and child protection including how to respond to concerns (<i>Child Safe Environment Policy</i>)	
• privacy and confidentiality of information (<i>Privacy and Confidentiality Policy</i>)	

	Please tick
I am aware of the non-smoking policy of the service	
The expectations of my placement/engagement, my role and responsibilities (including attending to the requirements of children with additional needs) have been clearly explained to me by my supervisor	
I am aware that I am expected to participate in general tasks, including maintaining the environment in a clean, safe and tidy condition	

Volunteer or student name: _____

Volunteer or student Date of Birth: _____

Volunteer or student Address: _____

Signature: _____ Date: _____

Nominated Supervisor's name: _____

Signature: _____ Date: _____

ATTACHMENT 2 Relief Staff Orientation



Relief Staff Orientation

Child Safe Environment - BPK is fully committed to the safety and wellbeing of all our children.

Photocopy or accept copies of –

Qualification

Working With Children Check & Police Check

First Aid Certificate and Anaphylaxis & Asthma Certificate

(place in Elizabeth's tray to be filed)

- First Aid & Medical Information – Show them first aid cabinet and medical information wall. Discuss specific needs for group they will be working with.
- Explain evacuation procedure – Educator roles, emergency exits, emergency assembly points.
- Give a short tour of the centre – North / South Rooms, kitchen, office and bathroom, etc.
- Discuss the routine of the specific group/s they will be working with. Highlight individual needs and requirements of particular children if necessary. Discuss group dynamic and other relevant information.
- Ask them if they have any questions
- Encourage them to be active and engaged within the program.

Make them feel welcome!

Relay- 9431 5262

McArthur – 9828 6565

ATTACHMENT 3 Student and Volunteer Orientation



Student and Volunteer Orientation
Child Safe Environment - BPK is fully committed to the safety and wellbeing of all our children.

Accept copies of –

Practicum requirements and other relevant paperwork
Working With Children Check
Emergency contact details
(following placement, leave with Gayle to be filed)

- First Aid & Medical Information – Show them first aid cabinet and medical information wall. Discuss specific needs for group they will be working with.
- Explain evacuation procedure – Educator roles, emergency exits, emergency assembly points.
- Give a tour of the centre – North / South Rooms, kitchen, office and bathroom, etc.
- Discuss the routine of the specific groups they will be working with. Highlight individual needs and requirements of particular children if necessary. Discuss group dynamic and other relevant information.
- Go through Induction Checklist for students and volunteers & show them the policy folder.
- Ask them if they have any questions
- Encourage them to be active and engaged within the program.
- Emphasise that they have a responsibility to keep Educators informed about practicum requirements.

Make them feel welcome!

ATTACHMENT 4
Home Kinder Helper Sheet

Welcome Kinder Helper!

Home kinder

Batman Park Kindergarten is fully committed to the safety and wellbeing of all our children.

Important reminders for kinder helpers:

We encourage you to familiarise yourself with the **emergency evacuation procedures** on display. In the case of an emergency, follow the lead of the Educators.

Please let an Educator know if a child needs help with toileting, changing clothes, as well as comfort and care (first aid, behaviour guidance, emotional attention). It is the responsibility of the Educators to ensure a **Child Safe Environment** and support **wellbeing** needs.

An Educator is responsible for **supervision** while children are using the toilet. If you find yourself in the bathroom while children are using the toilet, please inform an Educator. It is the responsibility of the Educators to ensure a **Child Safe Environment** and support **wellbeing** needs.

An Educator is responsible for **supervision** when children move between indoors/outdoors. E.g., if we are all playing outside and a child wants to go inside to play, please let an Educator know.

In keeping with our **Child Safe Environment Policy** and **Privacy & Confidentiality Policy**, we ask that families do not photograph or film children during the session on personal devices. If you observe something interesting happening within the program, let Educators know so it can be documented.

We also remind families to follow our **Privacy and Confidentiality Policy** with regard to sharing information about individual children outside of a session. It is the responsibility of Educators to communicate information about individual children with families. If you have any questions about your own child's participation in the program during your visit with us, please ask...



There are many ways you can contribute to our kinder sessions:

- ✧ Read stories with the children. If you have a language other than English, we would love to hear a story in your home language.
- ✧ Sit at the puzzle table – encourage children to work through a challenge.
- ✧ Write names on art work – unless, of course, children choose to write their own name.
- ✧ Help children hang up art work.
- ✧ Fold dry art work and place in art tubs.
- ✧ Sharpen pencils with the children.
- ✧ Encourage sustainable practices - reduce, reuse and recycle.
- ✧ Engage in conversations – listening, talking, asking questions, making eye contact, getting down to children’s level.
- ✧ Visit home corner for a cuppa and a conversation.
- ✧ Encourage children to ‘have a go’ at opening snack boxes, putting on smocks and socks/shoes.
- ✧ Toward the end of the session wipe tables, sweep the outdoor paths, rake the sandpit, wash paint brushes.
- ✧ Join in on an end-of-session tidy up. Your enthusiasm and participation will inspire the children.



Thank you for helping out at kinder today.

The support and involvement of families at Batman Park Kindergarten is important to us.



ATTACHMENT 5 Bush Kinder Helper Sheet



Welcome Bush Kinder Helper!

Batman Park Kindergarten is fully committed to the safety and wellbeing of all our children.

Important reminders for our Bush Kinder Helpers:

We encourage you to familiarise yourself with the emergency evacuation procedures. In the case of an emergency, follow the lead of the Educators.

Please let an Educator know if a child needs help with toileting, changing clothes, as well as comfort and care (first aid, behaviour guidance, emotional attention). It is the responsibility of the Educators to ensure a Child Safe Environment and support wellbeing needs.

In keeping with our Child Safe Environment Policy and Privacy & Confidentiality Policy, we ask that families do not photograph or film children during the session on personal devices. If you observe something interesting happening within the program, let Educators know so it can be documented.

We also remind families to follow our Privacy and Confidentiality Policy with regard to sharing information about individual children outside of a session. It is the responsibility of Educators to communicate information about individual children with families. If you have any questions about your own child's participation in the program during your visit with us, please ask...

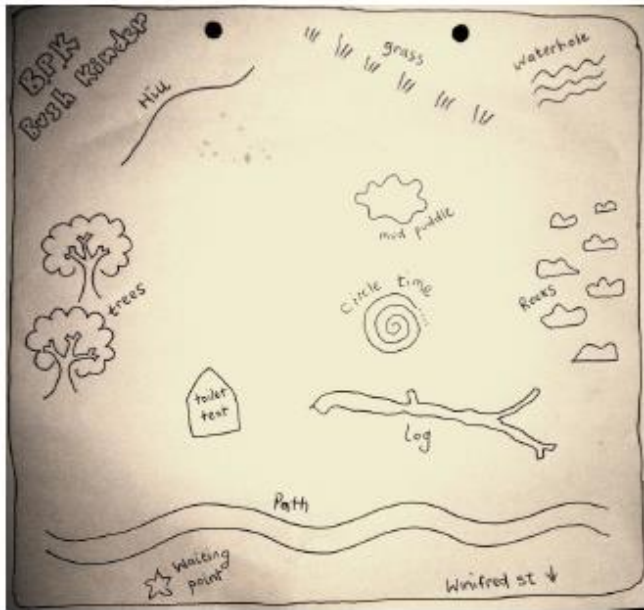
We offer a progressive snack time, so children are able to have their snack whenever they like. The tarps are set up for them to sit on. As a sustainability practise, we ask children to take home any rubbish they have in their lunch box.

Bush Kinder, as with home kinder, is a nut free environment.

The big puddle provides a wonderful opportunity for children to explore. There must always be an adult present when children are at the water. If you are the only adult present initially, please don't leave children unattended. An Educator will join you.

We have lots of climbing trees on site, challenging children's skills on all levels, from easy to very hard. We like children to take risks themselves and to extend on their own capabilities. When attempting to climb trees, we give children words of encouragement and, at times, a little support with a hand to steady them. We ask that you don't lift children into trees as this is not giving them the skills and confidence to do it themselves.

A Bush Kinder session a child's opportunity to enjoy 3 uninterrupted hours in nature. This directly influences wellbeing. You will observe children absorbed in their own world – imagining, creating, pretending. This is why we often stand back, supervise and simply let them be, interacting with them when needed.



The area for children to play is defined by the boundaries of the *Trees*, *Path*, *Rocks* and *Grass*.

The children are aware of these boundaries and not permitted to go beyond them.

If you notice a child out of bounds, give them a gentle reminder to come back within the boundaries and let an Educator know.

Educators are responsible for supervision when children explore the site.

Children will get muddy, dirty, dusty, wet ... in fact, we actively encourage this!

Some ideas of things you might like to do with the children while at bush kinder:

- Build a cubby house with sticks and bark
- Make a house for fairies
- Play a game of *What's the time Hungry Wolf* or *Duck Duck Goose* or any other fun game you might know
- Build a camp fire and toast some pretend marshmallows
- Sit in a tree
- Make mud pies
- Jump in the puddles
- Look for some insects
- Take a ride on the log train
- Play hide and seek or chasey
- Look for interesting leaves or seeds
- Sit and chat with the children on the rocks
- Roll or run down the hill
- Look for lizards around the trees
- Go fishing in the big puddle
- Set up a shop to sell different natural items

Please don't hesitate to speak to any of the Educators if you have any questions.

Thank you for taking the time to volunteer at Bush Kinder today.

The support of families is crucial to the running of this session.

Have fun!

