



Environmental Sustainability

Policy

- 1.1 The *Victorian Early Years Learning and Development Framework - Outcome 2 - Children are connected with and contribute to their world* states that: "Children become aware of the impact of the local environment, both physical and social, on their lives. They learn ways to care for the environment and contribute to a sustainable future."

Cheltenham Community Centre (CCC) Children's Services is committed to:

- a) Working towards preserving the environmental sustainability of the planet by implementing responsible environmental behaviour amongst Educators, staff and children
 - b) Providing a safe and healthy workplace
 - c) Having an environmentally sustainable aware culture and enhancing awareness among our Educators, staff and children
 - d) Being an environmentally responsible neighbour in our community
 - e) Conserving natural resources by reusing and recycling, and
 - f) Taking steps to improve environmental performance (for example, when upgrading facilities).
- 1.2 This policy applies to the Approved Provider, Nominated Supervisor, Early Childhood Educators, staff and parents/guardians who have enrolled or wish to enrol their children at CCC.
- 1.3 In order to assess whether the values and purposes of this policy have been achieved, we will:
- a) Welcome feedback from everyone affected by this policy regarding its effectiveness
 - b) Monitor the implementations, compliance, complaints and incidents in relation to this policy
 - c) Keep the policy up to date with current legislation, research, policy and best practice
 - d) Revise the policy and procedures as part of the service's policy review cycle, or as required, and
 - e) Notify parents/guardians at least 14 days before making any changes to this policy or its procedures.

Procedure

- 2.1 Educators and all staff will be made aware of their responsibilities under this policy; and parents/guardians made aware of (and given access to) this policy.
- 2.2 Educators will keep up to date with current research, resources and best practice through newsletters, journals and support agencies such as Environmental Education in Early Childhood (EEEC).
- 2.3 Educators and staff will collaborate with parents/guardians, children and others in identifying environmental sustainability strategies for implementation.

- 2.4 Educators and staff should provide families with information about environmentally sustainable practices e.g. through displays, fact sheets and local community resources; and welcome input from families for novel environmentally sustainable practices.
- 2.5 Staff will assist with litter reduction, water, paper, and energy conservation through habitual practices.
- 2.6 Educators will incorporate environmental education and practices into our children's programs, in accordance with Early Years Learning Framework (EYLF) Belonging, Being & Becoming.
- 2.7 Wherever possible, Educators will use recycled products in art and craft activities. Educators must however be mindful of which containers cannot be reused, for example egg cartons and boxes/packets that have contained nuts. This is due to children attending the service who have allergic and anaphylactic reactions to such substances.
- 2.8 Staff will support this policy when organising excursions and centre events.
- 2.9 Staff will seek and apply for grants, where appropriate, to support the implementation of strategies within this policy.

Legislation and regulations

- 3.1 Relevant legislation and standards include but are not limited to:
 - *Education and Care Services National Law Act 2010*
 - *Education and Care Services National Regulations 2011*
 - *Environment Protection and Biodiversity Conservation Act 1999*
 - *Environment Protection and Biodiversity Regulations 2000*
 - *Environment Protection Act 1970*
 - *National Quality Standard, Quality Area 3: Physical Environment*
 - *Standard 3.3: The service takes an active role in caring for its environment and contributes to a sustainable future*
 - *Element 3.3.1: Sustainable practices are embedded in service operations*
 - *Element 3.3.2: Children are supported to become environmentally responsible and show respect for the environment*
- 3.2 The most current amendments to listed legislation can be found at:
 - Victorian Legislation – Victorian Law Today: <http://www.legislation.vic.gov.au/>
 - Commonwealth Legislation - Federal Register of Legislation: <https://www.legislation.gov.au>

Definitions

- 4.1 **Allergic reaction:** The symptoms of an allergic reaction can vary from mild to severe. If you become exposed to an allergen for the first time, your symptoms may be mild. These symptoms may get worse if you repeatedly come into contact with the allergen. Symptoms of a mild allergic reaction can include hives (itchy red spots on the skin).
- 4.2 **Anaphylactic reaction:** Is a serious, life-threatening allergic reaction. The most common anaphylactic reactions are to foods, insect stings, medications and latex.

- 4.3 **Early Years Learning Framework (EYLF) Belonging, Being & Becoming:** This refers to how a child, from even before birth, is linked to family, community, culture and place. Through these relationships a child's development and learning takes place as they begin to explore, develop interests, create their own identity and make meaning to the world around them.
- 4.4 **Environmental Education in Early Childhood (EEEC):** is a non-profit organisation, established in 1992, that provides support, resources, and professional development in relation to Education for Sustainability in the Early Years.
- 4.5 **Environmental sustainability:** The responsible use and management of the planet's resources to ensure that they remain available and uncompromised for future generations to use and enjoy.
- 4.6 **Habitual practices:** Regularly or repeatedly doing or practicing something or acting in some manner: having the nature of a habit.

Sources and related policies

5.1 Sources

Early Years Learning Framework - Belonging, Being & Becoming.

https://www.acecqa.gov.au/sites/default/files/2018-02/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf

Environmental Education in Early Childhood (EEEC). <https://www.eeec.org.au/>

Environment Protection Authority (EPA) Victoria - <https://www.epa.vic.gov.au/about-epa/laws/legislation-regulations-and-policies>

Sustainability Victoria - Get to know your recycling.

https://www.google.com/aclk?sa=L&ai=DChcSEwjT-rjQ3-frAhWZCysKHevMAWkYABAAGgJzZq&ae=2&sig=AOD64_03CZm3Go3R0XiUept3GwlxT8oFEg&q&adurl&ved=2ahUKEwi4rK_Q3-frAhVjILcAHYWZB4sQ0Qx6BAgOEAE

Victorian Early Years Learning and Development Framework - Outcome 2.

<https://www.education.vic.gov.au/Documents/childhood/providers/edcare/veyldframework.pdf>

5.2 Services policies

- Fees
- Anaphylaxis
- Dealing with medical conditions (including anaphylaxis, allergies, asthma & diabetes)
- Sun smart
- Orientation
- Interactions with children
- Illness and injury
- Child protection
- Excursions and outings
- Parent complaint Procedure

Revision History

| Date | Revision | Revised by |
|----------|---|------------------|
| 14/09/20 | Created | Leanne Lee-Ack |
| 16/09/20 | Reviewed for consistency with CCC Policy & Procedure Manual | Catriona O'Neill |

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