

Childcare Code of Conduct

Policy

- 1.1 High-quality Early Childhood programs are those which meet the needs of and promote the physical, language, social, emotional and cognitive development of the children involved in the program. They relate directly to the 5 outcomes outlined in the Early Years Learning & Development Framework.
- 1.2 The involvement of educators and families are critical to the implementation of an effective program. Educators should have an understanding of child development and provide for each child's needs individually.
- 1.3 The Early Childhood Australia (ECA) Code of Ethics is supported by CCC Children's Services Early Years Educators.
- 1.4 Cheltenham Community Centre (CCC) Children's Services is committed to:
 - a) Providing the highest quality of education and care programs to families and children.
 - b) Respecting the rights of the child and values diversity.
 - c) Acknowledging the vulnerability of Aboriginal and Torres Strait Islander children, children from a culturally and linguistically diverse background and children with a disability and has zero-tolerance of discrimination.
 - d) Maintaining a duty of care towards all children at the service.
 - e) The safety and wellbeing of each child at the service.
 - f) The safety and wellbeing of all staff at the service.
 - g) Providing an open, welcoming environment in which everyone's contribution is valued and respected.
 - h) Continually learning how to be inclusive and respectful of cultural needs.
 - i) Communicating openly, honestly and respectfully.
- 1.5 This policy applies to the Approved Provider, Nominated Supervisor, Early Childhood Educators, staff and parents/guardians who wish to enrol or have already enrolled at CCC.
- 1.6 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 Early Childhood Educators will treat other staff members, children, parents and community members with respect and consideration.
- 2.2 Recognition and respect for cultural diversity is essential. Culture provides a source of identity, a framework for interpreting the world and a basis for belonging and this will be reflected in the environment and program provided for children and their families.
- 2.3 Opportunities will be available for all children - regardless of culture, sex or abilities - to take part in all activities.
- 2.4 Educators will use collaborative practices and open communication to ensure that cooperative practices are in place and these are modelled at services.

Legislation and regulations

3.1 Relevant legislation and standards include but are not limited to:

- *Charter of Human Rights and Responsibilities Act 2006 (Vic)*
- *Child Safe Standards (Vic)*
- *Children, Youth and Families Act 2005 (Vic)*
- *Child Wellbeing and Safety Act 2005 (Vic)*
- *Disability Discrimination Act 1992 (Cth)*
- *Education and Care Services National Law Act 2010: Sections 166, 167, 174*
- *Education and Care Services National Regulations 2011: Regulations 155, 156, 157, 175*
- *Equal Opportunity Act 2010 (Vic)*
- *Fair Work Act 2009 (Cth)*
- *Fair Work Regulations 2009 (Cth)*
- *National Quality Standard, Quality Area 4: Staffing Arrangements*
 - Standard 4.2: Educators, coordinators and staff members are respectful and ethical
 - Element 4.2.1: Professional standards guide practice, interactions and relationships
- *Occupational Health and Safety Act 2004*
- *Occupational Health and Safety Regulations 2007*
- *Racial Discrimination Act 1975*
- *Racial and Religious Tolerance Act 2001 (Vic)*
- *Sex Discrimination Act 1984 (Cth)*
- *Victorian Institute of Teaching: The Victorian Teaching Profession Code of Conduct*
- *Victorian Institute of Teaching: The Victorian Teaching Profession Code of Ethics*

Definitions

- 4.1 **Cultural diversity:** “means having a mix of people from different cultural backgrounds - it can include differences in cultural/ethnic identity (show we identify ourselves and how others identify us), language, country of birth, religion, heritage/ancestry, national origin, and/or race” - Diversity Council Australia (O’Leary & Groutsis), June 2020.
- 4.2 **Duty of care:** A common law concept that refers to the responsibilities of organisations to provide people with an adequate level of protection against harm and all reasonably foreseeable risks of injury.
- 4.3 **Early Years Learning & Development Framework: Belonging, Being and Becoming** - The Early Years Learning Framework (EYLF) describes the principles, practices and outcomes that support and enhance young children’s learning from birth to five years of age, as well as their transition to school.
- 4.4 **Respect:** Demonstrating regard for the rights of individuals, for different values and points of views.

Sources and related policies

5.1 Sources:

CCC Employee Code of Conduct

Multicultural education - Department of education and training.

<https://www.education.vic.gov.au/school/teachers/teachingresources/multicultural/Pages/default.aspx>

The Early Childhood Australia (ECA) Code of Ethics.

<http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>

Victorian Early Years Learning & Development Framework (0-8 years)

<https://www.education.vic.gov.au/childhood/professionals/learning/Pages/veyldf.aspx>

Early Years Learning & Development Framework for Australia (0-5 years)

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

United Nations, The Universal Declaration of Human Rights:

<http://www.un.org/en/universaldeclaration-human-rights/>

United Nations, Convention on The Rights of the Child:

<http://www.unicef.org/crc/>

5.2 Services policies:

- Interactions with Children Policy
- Workplace Health and Safety Policy
- Confidentiality Policy and Guidelines
- Relaxation and Sleep Policy
- Staffing Policy
- Child Safe Environment (formally known as Child Protection policy)
- Parent Complaint Procedure

Revision History

Date	Revision	Revised by
10/10/2013	Created	Tammy Rowed
27/10/2020	Updated	Leanne Lee-Ack
30/11/2020	Reviewed for consistency with CCC Policy & Procedure Manual	Catriona O'Neill