

Continuity of Education and Care Policy

PURPOSE AND BACKGROUND

- (1) This policy sets out our use and management of Closed-Circuit Television (CCTV), which we use for the safety and security of children, families, staff and visitors at our service
- (2) This policy helps us to comply with the *Education and Care Services National Regulations*, which requires our service to have policies and procedures in place for providing a child safe environment, and matters relating to the safe use of digital technologies and online environments, including the use of any optical surveillance device (CCTV) (s 168(2)(ha)(iii))
- (3) It helps us to comply with privacy and surveillance in Western Australia, the *National Principles for Child Safe Organisations* and the *National Model Code for Taking Images or Videos of Children*
- (4) We aim to ensure continuity of education and care during transitions and routines, so that each child has the opportunity to feel safe, secure and supported and can engage in rich learning and development experiences.

POLICY STATEMENT

To support effective continuity of education and care between settings, the Nominated Supervisor will:

- (1) ensure casual or relief educators, volunteers and work experience students complete an induction process similar to that for permanent staff so they can become familiar with:
 - a. the service environment, staff and needs of children
 - b. and receive copies or access to service policies and procedures, relevant legislation, Staff Handbook, Code of Conduct, Service philosophy and their position description.
- (2) draw on the same casual staff and volunteers, and on the same day each week where possible, so they can develop positive and meaningful relationships with the children and their families.
- (3) implement rosters and staffing arrangements which provide children and families with familiar educators with whom they can develop supportive and trusting relationships during their time at the Service.
- (4) inform families and children of any changes to staffing before they occur where possible. Notification may be via the Service newsletter, email, online learning platform or on the service noticeboard.

- (5) encourage casual educators, volunteers and work experience students, as well as permanent staff, to display a photo of themselves with an introductory paragraph to help children and their families identify and get to know them.
- (6) assist the educational leader and educators to develop and implement plans which support children in the transition to primary school. These plans may include visits to local primary schools, appropriate documentation detailing each child's strengths and needs, liaising with primary schools about specialist support services for children with additional needs and processes to ensure each child will feel safe and secure during the transition.
- (7) ensure where possible that routines and transitions have the flexibility to accommodate each child's needs.

Educators will:

- (8) communicate with each other during the day about the children's experiences to help provide continuity of education and care, especially where they are rostered on "split shifts". This may be verbal or through the use of a room diary, and will include information on the attendance or non-attendance of children at the service.
- (9) supervise children when transitioning to and from the service (eg excursions and arriving and leaving) and within the service.
- (10) support children during transitions between rooms and settings (eg through open, meaningful interactions and communication, comfort and positive behaviour guidance).
- (11) tell children what is happening next and when.
 - a. allow children to use familiar and favourite items if appropriate.
 - b. meet each child's individual needs where possible during transitions and routines.
- (12) encourage families to share information about their child's strengths, interests and needs through direct conversations (eg daily on arrival and departure) or written requests (eg through our Family Input 'What You Did on the Weekend Sheets').

LEGISLATION (OVERVIEW)

National Quality Standard

Standard / Element	Concept	Description
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.



SOURCES

Education and Care Services National Regulations 2011 | National Quality Standard | Early Years Learning Framework

POLICY INFORMATION

The policy will be reviewed annually by:

- Management
- Employees
- Families
- Interested Parties

POLICY REVIEWED	July 2026	NEXT REVIEW DATE	July 2027
MODIFICATIONS	Created new revised template		