



Educational Leader

Premises, furniture and equipment are safe, clean and well maintained.

Looking at the element in detail - A service reviewed what the NQF Guide said about element 3.1.2 there were two parts to the element to ensure the safety and health of all children and staff:

1. effective cleaning practices
2. effective maintenance practices.

Cleaning and maintaining the Service is not just relevant in terms of children's safety and wellbeing, it also relates to Element 1.2.1 Intentional Teaching. In Week 20, for example, we reviewed how intentional teaching involves:

- selecting the best teaching strategies for particular activities and children, and changing strategies when needed
- teaching children whenever opportunities arise eg during activities, routines, transitions, play.

Think of all the times educators can and do intentionally teach children about cleaning and maintenance. These include, for example, talking about germs, during risk assessments of furniture and equipment, when teaching children how to use equipment properly, and when involving children in cleaning schedules – and the various strategies educators use.

The Monash Uni article we're reviewing this week discusses measures teachers can take to support refugee children feel like they belong at school. As you'll see they're generic measures that can be adjusted and applied by all educators using the most appropriate intentional teaching strategies to support learning and wellbeing across all domains.

1. Creating a caring and positive learning environment

"Children ... reported a strong sense of belonging within aspects of the school environment which reflected their own cultural values, experiences, and identities as refugees. They indicated that caring relationships with teachers were important and made them feel safe, valued, and connected."

Week 23, 1 August – 5 August 2022 – 3.1.2 Upkeep

Copyright Centre Support Pty Ltd 2022 The service who has purchased this product is the only service that can use this document. No part of this document can be copied, distributed, passed on or given to a friend outside the service who has not purchased the Centre Support Product. If this occurs Centre Support will take legal action against you personally and the person who has received it. Page | 7

Do educators organise environments that reflect children's experiences and identities? Do they appreciate the emotional support needs of each child?

2. Supporting peer-to-peer relationships

"Friendship with peers is vital Positive and close relationships with their peers help these students feel an increased sense of safety and care at school. ... Peers with the same first language help with translation Language familiarity increases their sense of connectedness, similarity, and acceptance, which in turn encourages participation ..."

Do educators consider each child's culture and needs when supporting them to work with and learn from others?

3. Teachers' praise and recognition

"For learners from refugee backgrounds, a teacher's praise — particularly in front of others — and the recognition of their knowledge, skills, and interests, was central to that sense of belonging."

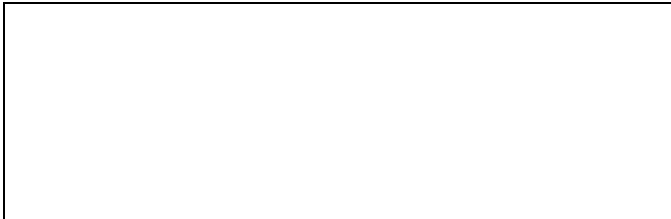
Do educators recognise the contributions of all children, including those with diverse backgrounds?

4. Creating more inclusive practices

"New experiences, such as their first few weeks of school or school excursions were often experiences unfamiliar to new"

students. Navigating language barriers, rules, and routines was daunting and isolating.... Students felt they wanted to be better prepared for such events. One student ... suggested a book with common words and class rules could be given to refugee students to help them adjust faster...Other students ... said ... culturally appropriate food in the school canteen would help with their sense of belonging.”

What practices could educators implement to more effectively support all children, including those from diverse backgrounds?



Sources: [How refugee students gains a sense of belonging in Australian primary schools](#), Amina, Barmes, Saito, Monash Uni

Physical Environment Policy - safety/hygiene checks, cleaning, hazardous substances and extreme heat

The Approved Provider, Nominated Supervisor and/or educators will:

Safety/Hygiene Checks

- carry out daily safety checks of premises before children arrive
- carry out regular pest inspections using accredited pest control company
- regularly inspect trees for potential risks
- regularly organise testing of fire and electrical equipment
- ensure visitors sign in and out

Cleaning

- implement structured cleaning schedules
- use the least toxic cleaning substance possible
- use detergent to clean most surfaces
- use colour-coded sponges for different areas to eliminate cross-contamination
- wash toys at the end of each day, immediately remove a toy for washing that has been sneezed on, soiled or discarded by a child who has been unwell

- if using play dough, make a new batch each week and ensure children wash hands before and after use
- store cleaning equipment securely
- clean service at the end of each day and during the day as the need arises
- clean up accidents and spills as quickly as possible

Hazardous substances

- ensure dangerous substances have a Material Data Safety Sheet, are stored in original containers with original labels and are inaccessible to children
- keep a register of all hazardous substances and equipment
- ensure child resistant lids or caps are properly closed after use

Extreme Heat

- implement steps in policy to protect children from extreme heat eg regularly offer children water to drink, ensure children are dressed in cool clothing and keep children indoors with air conditioning or fans

Do you have any feedback or comments about this policy? Please include below.

Educator's Name	Educator's Signature

Note we are now listing any Procedures which relate to the Policy reviewed. We have a comprehensive Procedure Pack (in addition to the procedures already included in the policies) which is currently part of our HR Toolkit. Please contact us on admin@centresupport.com.au if you would like a quote for the Kit.

Procedure - Cleaning

Procedure - Cleaning Toilets

Procedure - Cleaning Toys

Procedure- Fire Pit

Procedure - Garbage

Procedure - Pest Inspection and Pesticide Use

Procedure - Playground/Premises Improvement

Procedure - Sandpit Cleaning

Procedure - Smoke Alarm

Procedure - Water Damage

Week 23, 1 August – 5 August 2022 – 3.1.2 Upkeep

Copyright Centre Support Pty Ltd 2022 The service who has purchased this product is the only service that can use this document. No part of this document can be copied, distributed, passed on or given to a friend outside the service who has not purchased the Centre Support Product. If this occurs Centre Support will take legal action against you personally and the person who has received it.