**Excursions**

Linked to National Quality Framework and Standards – ACECQA 2017

***Quality Area 1- Educational Program and Practice***

**1.1 Program- The educational program enhances each child’s learning and development**

**1.1.1** Approved learning Framework

Curriculum decision making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

**1.1.2** Child-centred

Each child’s current knowledge, strengths, ideas, culture, abilities and interests area the foundation of the program.

**1.2.3** Child directed learning

Each child’s agency is promoted, enabling them to make choices and decisions that influence events and their world.

**1.3.3** Information for families

Families are informed about the program and their child’s progress.

***Quality area 2– Children’s health and safety***

**2.1 Health- Each child’s health and physical activity is supported and promoted.**

2.1.1 Wellbeing and comfort

Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s need for sleep, rest and relaxation.

2.1.2 Health practices and procedures

Effective illness and injury management and hygiene practices are promoted and implemented.

**2.2 Safety- Each child is protected**

2.2.1 Supervision

At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

2.2.2 Incident and emergency management

Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practices and implemented.

***Quality Area 3- Physical environment***

**3.2 Use- The service environment is inclusive, promotes competences and supports exploration and play-based learning**

3.2.1 Inclusive environment

Outdoor and indoor spaces are organised and adapted to support every child’s participation and to engage every child in quality experiences in both built and natural environments.

***Quality area 4– Staffing arrangements***

**4.1 Staffing arrangements- Staffing arrangements enhance children’s learning and development.**

4.1.1 Organisation of educators

The organisation of educators across the service supports children’s learning and development.

**4.2 Professionalism- Management, educators and staff are collaborative, respectful and ethical.**

4.2.1 Professional collaborations

4.2.2 Professional standards

Professional standards guide practice, interactions and relationships

***Quality Area 5—Relationships with children***

**5.1 Relationships between educators and children- Respectful and equitable relationships are maintained with each child.**

5.1.1 Positive educator to child interactions

Responsive and meaningful interaction build trusting relationships, which engage and support each child to feel secure, confident and included.

5.1.2 Dignity and right of the child

The dignity and rights of every child are maintained

***Quality area 6– Collaborative partnerships with families and communities***

**6.1 Supportive relationships with families- Respectful relationships with families are developed and maintained and families are supported in their parenting role.**

6.1.1 Engagement with the service

Families are supported from enrolment to be involved in the service and contribute to service decisions.

6.1.2 Parent views are respected

The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child’s learning and wellbeing.

**6.2 Collaborative partnerships- Collaborative partnerships enhance children’s inclusion, learning and wellbeing.**

6.2.2 Access and participation

Effective partnerships support children’s access, inclusion and participation in the program.

6.2.3 Community engagement

The service builds relationships and engages with its community.

***Quality Area 7- Governance and Leadership***

**7.1 Governance- Governance supports the operation of a quality service**

7.1.2 Management systems

Systems are in place to manage risk and enable the effective management and operations of a quality service

7.1.3 Roles and Responsibilities

Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service

**7.2 Leadership- Effective leadership builds and promotes a positive organisational culture and professional learning community**

7.2.3 Development of professionals

Educators, co-ordinators and staff members’ performance is regularly evaluated and individual plans are in place to support learning and development

**Policy statement**

Toybox CCCC considers that excursions are a valuable part of the program and will be arranged accordingly to provide a broad range of learning experiences for children. Parental permission will be sought for ALL excursions.

**Implementation**

No child will be taken on an excursion that involves leaving the centre unless the parent/guardian has given written permission as listed below.

All excursions will be publicised to parents/guardians with full details of date and destination, times of departure and return, the number of educators and volunteers attending, the activities to be undertaken by the children, any forms of transport to be used, and any special items children are required to bring. There will be no change to the publicised itinerary unless the person in charge of the excursion decides it is necessary for the safety and well being of the children.

A full risk assessment will be undertaken before an excursion occurs.

An educator will perform the excursion as though they were taking children out and review all possible dangers or risks and give them a rating. Protocols to avoid these risks will be created.

Sleep, hygiene and toileting practice will be included in the planning process as well as hand washing, meal times and waste disposal.

This information will be passed onto all educators and volunteers assisting in the excursion.

On outings from the centre, children will at all times be in the charge of an adult. The Director will appoint a person in charge for each outing, who holds a current First Aid qualification. The Educator in charge will personally check the number of children before leaving, regularly during the excursion, and immediately on return.

Each Educator/Adult will be allocated children, and will be responsible for ensuring their safety. Regular head counts will be taken during the excursion, particularly before and after boarding and alighting from any transport.

The first aid pack, phone and asthma kit are to go with the group. Contents are to be checked, and if necessary, refilled, before and after the excursion. The list of children attending shall be checked to ensure any medications, special diets etc. are taken into account.

Adult volunteers may be used as part of the adult: child ratios on excursions. Parents may be invited to assist in this regard.

On excursions children will wear numbered identification badges with the phone number and name of the centre. Hi-vis bright vests can be used as well.

***Source*** Australian Children’s Education and Care Quality Authority - ACECQA 2012

<http://acecqa.gov.au/>

National Quality Framework and Standards - 2012

<http://acecqa.gov.au/national-quality-framework/national-quality-standard/>

Education and Care Services National Regulations 2011

<http://www.legislation.sa.gov.au>

**Updated October 2017**