

Volunteers, Students and Visitors

1. Overview

1.1. Purpose

To keep children, team members and all people attending the site safe, this policy outlines the rules, guidelines and standards of behaviour that all volunteers, students and visitors of Junior Adventures Group (JAG) are expected to uphold.

1.2. Scope

All JAG People are required to comply with the provisions set out in this policy, their contract of employment and all other relevant policies, procedures and legislation.

1.3. Legislative Requirements

Under the *Education and Care Services National Regulations*, JAG is required to have policies and procedures in place to ensure the health, safety and wellbeing of the children in care.

2. Policy Statement

Volunteers, students and visitors are all vital stakeholders in the provision of high-quality education and support. As part of JAG's commitment to encouraging supportive relationships and collaborative partnerships with families, visitors are welcome to participate in the program.

JAG is responsible for having policies and practices in place to ensure that all visitors are qualified to be on-site and conduct themselves in a manner that is respectful and safe and encourages active engagement in the learning environment.

3. Principles

3.1. Further Study and Professional Accountability

JAG sees value in the program encouraging participation by volunteers, students and visitors to enrich the educational program, build relationships with community members and support the Service. It supports volunteers and students undertaking childcare studies at universities, TAFE colleges and other Registered Training Organisations.

In line with JAG People, volunteers, students and other visitors are in a unique position of trust and influence with children, families, colleagues and the community. Therefore, professional accountability is essential. All volunteers, students and visitors will adhere to the law and act ethically and professionally at all times while on site.

3.2. Onboarding Volunteers

To ensure the health, safety and wellbeing of each child at the Service, a consistent approach to selecting and onboarding volunteers is applied.

This includes but is not limited to all volunteers, students and visitors providing child safety screening documentation (e.g., WWCC, WWVP and BC) for verification before entry to the program.

There are different requirements for child safety screening documentation and evidence, including exemptions, across all Australian states and territories. Team Members, students and

volunteers are advised to access up-to-date information regarding child safety screening relating to the state or territory they are operating in.

Service Leaders must seek advice from HR when intending to confirm a new volunteer or student and follow the onboarding process relevant to the state in which the site is located.

3.3. Mutual Respect, Equity and Fairness

Professionalism is demonstrated by applying the principles of mutual respect, equity and fairness while working with all key internal and external stakeholders. Team collaboration is expected to deliver the best experience for children.

Behaviour whilst at one of our services will reflect JAG's values and philosophy, as well as the principles and practices outlined in the 'My Time, Our Place', the Framework for School Aged Care in Australia, the ECA Code of Ethics and the UNCRC applying them as an individual and participating in team reflection on practice.

This includes the recognition that each child:

- is different, has unique interests, experiences and strengths
- has civil, cultural, linguistic, social and economic rights
- must have access to fair and inclusive practices that promote equity and a strong sense of belonging
- wellbeing, learning and development are intrinsically linked to leisure and play.

Further:

- learning and teaching are based on specialised knowledge and multiple perspectives
- partnership with families and the community plays a vital role in supporting children's learning
- quality education and care is evidence based and in line with contemporary practice
- Aboriginal and Torres Strait Islanders have been nurturing and teaching children on this land for thousands of years; the Code of Ethics (2016) recognises Aboriginal and Torres Strait Islanders' traditional ways of being and caring for children.

3.4. Changes in Practice and Policy

Volunteers, students and visitors will adhere to organisational policies and procedures relating to the provision of education and care of children at all times. It is the responsibility of Team Members to ensure volunteers, students and visitors are kept up to date with changes in practice and policy within JAG and behave according to these expectations while on site.

Information will be provided upon commencement to all volunteers and students, specific to volunteer and student roles. The following table outlines specific rules and processes that apply to students and volunteers.

Students, volunteers and visitors

All volunteers, students and visitors:

- must provide current child safety screening documentation (e.g., WWCC, WWVP and BC) for verification

<ul style="list-style-type: none"> • If under 18 years of age, Service Leaders will need to seek approval from Line managers and State manager. • are not included in the educator-to-child ratio at any time • will report to the Service Leader at the start and end of their shift • will sign in and out of the Service each day • will not be left alone with children or be considered responsible for children at any time • will not ever take the place of a paid educator; the only variance to this would in an emergency where educators, staff, volunteers or students were taking direction from management or emergency services. 	
Students and volunteers	Visitors
<ul style="list-style-type: none"> • Management will be informed of proposed arrangements of students or volunteers to ensure that all necessary paperwork is completed (e.g., insurance, work cover). • All mandatory records will be received by the program manager before the placement or volunteer role is confirmed. • A staff record for the student or volunteer is created and maintained electronically. <p>All students and volunteers will:</p> <ul style="list-style-type: none"> • read and sign a confidentiality agreement prior to commencement • receive an orientation to their position and be onboarded in the same manner as a paid employee; this process will provide introductions to children, families and colleagues, clear expectations about the position and working arrangements, and explanations about the operations, philosophy, policies and procedures of JAG. • not administer medication at any time • not take children out of the licensed area except when attending an excursion and at the direction of the Service Leader in charge. 	<p>Visitors will be:</p> <ul style="list-style-type: none"> • provided with a service-specific orientation informing of potential hazards on the premises, as required • supervised by an educator at all times when making deliveries • asked to provide photo ID if they are unauthorised; where the visitor is unable to provide appropriate ID, they will be asked to return with sufficient identification • asked calmly to leave the premises should they be unwelcome or in breach of JAG's policies and procedures; refusal to leave will necessitate the team member to call the police on 000; the Emergency and Risk Procedure will be followed, and the Emergency Evacuation/Lock Down Procedure will be implemented immediately. <p>A representative from the Regulatory Authority may access the Service at any time, provided proof of ID is sighted</p> <p>Other professional (WHS, Union Representatives, Building Inspectors etc.) access to the Service is at the discretion of Management or Service Leader</p>

3.5. Review and Continuous Improvement

Volunteers and students are required to keep themselves up to date with contemporary practice and participate in review and continuous improvement to achieve the best outcomes for children.

3.6. Resolving Issues

Where issues or concerns arise, they must be raised with the Service Leader for guidance on the best way to approach the concern. If the matter cannot be resolved or it is outside the scope of their role, the Service Leader will follow it up to resolution and communicate the outcome to the person. To ensure professionalism and quick resolution of issues, no discussions about the matter should occur with anybody other than those directly involved to seek a solution.

3.7. Professional Relationships

As part of the volunteer or students agreement, clear, appropriate and professional relationships with all stakeholders will always be upheld, ensuring that there are no potential or perceived inequities in relationships they have with families, children or Team Members at the Service.

3.8. Disclosure of Conflicts

All volunteers, students and visitors must disclose all potential or perceived conflicts as a matter of priority as outlined in the HR Policy. If team members are unsure whether a situation that arises is a conflict, they must proactively speak to their line manager and seek guidance.

3.9. Breaches of Professional Conduct

Management will assess any incidents or breaches of professional conduct based on the evidence and determine any recourse to exercise as per company policies and procedures.

3.10. Child Safety

We safeguard children through our procedures and practices, with particular attention to the people they encounter and their experiences within our service. Policies and practices reflect the relevant legislation, including the National Principles for Child Safe Organisations. JAG provides policies and procedures to equip JAG people with the knowledge, skills, and awareness to keep children safe. Service Practice are continuously reviewed and improved to ensure current legislation is in effect throughout the business.

4. Key Terms

Term	Definition
ECA Code of Ethics	Code of Ethics for Early Childhood Australia is a set of statements that set out core principles and considerations to assure ethical conduct in service delivery.
Service Leader	Anyone who oversees the Service in one of the following roles: 1. The Approved Provider; if the approved provider is an individual, in other cases, a person with management or control of the Service 2. The Nominated Supervisor of the Service 3. A Responsible Person who has been placed in day-to-day charge of the Service in the absence of the Nominated Supervisor.
My Time, Our Place	Framework for school-age care in Australia that sets out core principles and practice outcomes to assure good practice outcomes in service delivery.
Student	A person undertaking childcare studies at universities, TAFE colleges or other Registered Training Organisations (RTOs); this status is validated with the individual and the organisation that the student is enrolled in.

Term	Definition
UNCRC	United Nations Convention on the Rights of the Child (UNCRC), which sets out the basic rights of all children.
Visitor	A member of the community or any person not on the roster visiting the Service for any specific reason for a defined period of time. Parents/Guardians involved in the task of delivering/collecting children at the start/end of the day are not classified as visitors. A visitor may be invited to a Service to share or present a topic to the children attending the Service. For example, it may be a tribal elder, police officer or a parent/guardian visiting to share a skill.
Line Manager	The persons in the direct supervisory role overseeing the work of the particular JAG person; the JAG persons escalate matters toward the person in this role, in the event of incidents and breaches
Team Members	JAG People who work directly with children

5. References

Education and Care Services National Law and Regulations
Children Education and Care Services National Law Act 2010
Early Childhood Australia Code of Ethics (2016)
Educational and Care Services National Regulations
National Quality Standards for Early Childhood Education and Care and School Care
United Nations Convention on the Rights of the Child (UNCRC)
Other Relevant Legislation
Regulation 77 - Health, hygiene and safe food practices
Regulation 90 - Medical conditions policy
Regulation 145 – Staff record
Regulation 147 – Staff members
Regulation 149 - Volunteers and Students
Regulation 151 – Record of educators working directly with children
Regulation 168 - Education and care service must have policies and procedures
Regulation 170 - Policies and procedures to be followed
Regulation 171- Policies and procedures to be kept available
Regulation 172 - Notification of change to policies or procedures
Regulation 181 – Confidentiality of records kept by approved provider
Regulation 183 – Storage of records and other documents
Related Policies
JAG 3.0 Professional Code of Conduct
Safeguarding Children and Young People
Risk Management
Related Procedures
04P002 Staffing Arrangement Procedure
Other
Children Education and Care Services National Law Act 2010
Early Childhood Australia Code of Ethics (2016)
Educational and Care Services National Regulations
National Quality Standards for Early Childhood Education and Care and School Care

United Nations Convention on the Rights of the Child (UNCRC)
OCG Guide to Child Safe Standards - https://ocg.nsw.gov.au/child-safe-scheme
CCYP Child safe Standards - https://ccyp.vic.gov.au/child-safe-standards/
National Principles for Child Safe Organisations - https://childsafeforhumanrights.gov.au/national-principles

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