



WRITE FOUNDATIONS PTY LTD. ACN: 688 032 699

Core Policies for The Nature of Learning

1. Child Safety Policy

Purpose: To provide a safe and nurturing environment for all children enrolled in our program.

- All staff must hold valid Working with Children Checks (WWCC).
- Staff are trained in child safety and mandatory reporting obligations.
- Students are always supervised during program hours/until pick up.
- Any incidents are reported and/or recorded using our incident form.

Reporting Protocols:

- All concerns regarding child safety are reported to the Director.
- Mandatory reporting obligations are followed as per WA law.

2. Duty of Care Policy

Purpose: To ensure staff understand and apply their responsibilities for student welfare.

- Staff are responsible for the supervision, care, and wellbeing of students while in attendance.
- Risk assessments are conducted before every session onsite or any offsite activities.
- First Aid-trained staff is present at all sessions; at least one trained staff at all times.

3. Non-School Status Disclaimer

Purpose: To clarify our educational model for parents and regulatory bodies.

- Write Foundations operating The Nature of Learning is not a registered school.
- We provide tutoring, learning support, and enrichment programs aligned with homeschooling or supplemental learning. Additionally, homeschool consultancy.
- Families are responsible for registering with the WA Department of Education as homeschoolers whether or not our program is their child's main place of learning.

4. Individual Learning Plan (IEP) Policy

Purpose: To support each child's unique learning needs and track progress.

- Each student receives an IEP upon enrolment, beginning with assessments.
- IEPs are developed in collaboration with parents, and reviewed each term.
- IEP goals align with the child's needs (e.g., literacy, emotional regulation).



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5. NDIS Engagement Policy

Purpose: To support NDIS participants and ensure invoices and services are eligible.

- We support self-managed and plan-managed NDIS participants.
- Families are responsible for ensuring our services align with their NDIS goals.
- Service descriptions are provided in appropriate NDIS language.
- We do not claim directly through the NDIS portal.

6. First Nations and Inclusion Policy

Purpose: To acknowledge and include First Nations perspectives and promote inclusion.

- We show respect to Aboriginal and Torres Strait Islander cultures and histories.
- Cultural perspectives are integrated into program planning.
- Our curriculum values inclusion, diverse abilities, and cultural heritage.

7. Staff Code of Conduct

Purpose: To uphold professionalism, integrity, and safe interactions.

- Staff maintains appropriate boundaries and positive communication with all students.
- Staff model respectful behaviour and inclusive practices.
- Any misconduct is investigated and addressed swiftly.

8. Incident Reporting & Response Policy

Purpose: To manage health, safety, and behavioural incidents with care.

- All incidents (e.g., injury, behavioural concerns, and disclosures) are communicated as soon as possible and if agreed upon, recorded using the incident form.
- Parents are notified of any incidents on the day of occurrence.
- Serious incidents are reviewed with follow-up actions.

9. Fees, Absences & Termination

Purpose: To clarify fee structures, absence protocols, terms of enrolment and termination.

- A non-refundable deposit of \$200 is required upon term enrolment to secure your child's place. This will be deducted from the full-term amount, leaving the balance.
- The remainder of the full term fee is payable upon the term start date (please refer to invoice for details) or on an agreed payment plan if necessary e.g. weekly/fortnightly.
- Fees are non-refundable due to absences due to illness, holidays, or personal reason.



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10. Illness & Infectious Disease Policy

At The Nature of Learning, the health and safety of our children, families, and staff are paramount. We are committed to reducing the spread of illness and infectious disease within our programs.

General Guidelines:

- Children who are unwell must remain at home until they are fully recovered.
- Any child displaying symptoms such as fever, vomiting, diarrhoea, unexplained rash, persistent cough, or discharge from the eyes or nose will not be permitted to attend.
- If a child becomes unwell during a session, families will be contacted and expected to collect the child promptly.

Return to Program:

- Children may return 24 hours after symptoms have ceased (e.g. fever-free without medication for 24 hours).
- In the case of contagious illnesses (e.g. chickenpox, COVID-19, hand foot and mouth, conjunctivitis), children may return only after the exclusion period advised by the Department of Health.
- A medical clearance may be requested for certain conditions.

Notification of Illness:

- Families are required to notify staff immediately if their child has a confirmed infectious illness.
- Staff will inform other families as appropriate while maintaining privacy.

Hygiene Practices:

- Handwashing is required before eating and after toileting.
- Shared materials are cleaned regularly.
- Staff model and supervise hygiene routines.



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11. Sun Smart & Snack Policy

Purpose: To keep children, staff, and families safe from harmful UV radiation during outdoor learning and play.

General Guidelines:

- Sun protection is required whenever the UV Index is 3 or above.
- Applies during all outdoor sessions, nature learning, play, and excursions.
- We encourage all children and staff to wear a broad-brimmed, bucket, or legionnaire hat when outside. Caps aren't the best option for sun protection; however it is also an option.
- Children should wear sun-protective clothing with sleeves and coverage for shoulders.
- Singlets and strappy tops are not suitable for outdoor activities.
- Families are encouraged to apply sunscreen before arrival, and parents are required to provide sunscreen for reapplication during the day when needed or requested by parent.
- Outdoor activities are planned in shaded areas whenever possible. We adjust plans on high-UV days to ensure safety.
- Staff and volunteers to follow/role-model the same Sun Smart expectations as children.
- Families are asked to support this policy by sending children with sun-safe clothing and hats each day. Water bottles are a requirement, otherwise a cup will be provided for them.
- Fresh fruit/food is encouraged during the day for students to stay hydrated and energized.
- Please be aware of packing items with any type of nuts due to severe allergies of others.



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12. Behaviour Management Policy

Purpose: To create a safe, respectful, and nurturing learning environment where children can grow socially, emotionally, and academically. Our approach supports emotional regulation, natural consequences, and collaborative problem-solving.

1. Guiding Principles

- Every child is treated with respect, dignity, and kindness.
- Behaviour is viewed as communication, not misbehaviour.
- We prioritise connection before correction (Neuroscience).
- All strategies support wellbeing, safety, and development.

2. Expectations for Children

Children are supported to:

- Be kind to themselves and others
- Use gentle hands and respectful words
- Listen to educators and follow simple instructions
- Care for materials, nature spaces, and equipment
- Move safely indoors and outdoors

3. Supportive Strategies

Educators use:

- Positive reinforcement and acknowledgement of appropriate behaviour display
- Clear, calm, age-appropriate instructions with choice and control where possible
- Visual cues, modeling, gentle reminders and emotional coaching when required



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4. Managing Challenging Behaviour

If unsafe or disruptive behaviour occurs, educators will:

1. Redirect to a safe or more appropriate activity
2. Offer choices to help the child regain control
3. Support the child to name their emotions and learn regulation strategies
4. Use natural and logical consequences (e.g., if a child breaks the rules at an art station, they may take a short break before returning)

Children with additional needs or diagnoses are supported with individual adjustments.

Physical punishment, humiliation, or isolation is never used.

5. Safety Procedures

For behaviour that endangers the child or others, educators will:

- Remove the child from harm in the safest and calmest manner
- Provide time to regulate in a supervised quiet area
- Inform the parent/carer if behaviour significantly affects safety or learning of others
- Document the incident if required

6. Working with Families

We partner with families by:

- Sharing observations, strategies, and progress
- Supporting consistency between home and the program
- Collaborating on behaviour plans if ongoing patterns arise
- Respecting cultural differences in communication, expectations, and support



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13. Complaints Handling Policy

Purpose: To ensure concerns are handled promptly, respectfully, and transparently while protecting confidentiality and procedural fairness.

1. What is a Complaint?

A complaint is any expression of dissatisfaction regarding:

- Child safety
- Behaviour incidents
- Staff conduct
- Program practices
- Supervision

2. How to Lodge a Complaint

Complaints may be submitted:

- In writing (email preferred)
- Via formal complaint form
- In person (documented by staff)

3. Acknowledgement

- Written acknowledgement within **2 business days**
- Investigation commenced within **5 business days**

4. Investigation Process

May include:

- Review of incident reports
- Staff statements
- Parent interviews
- Policy review
- Risk assessment

All investigations will remain confidential.



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5. Outcome

A written response will outline:

- Findings
- Actions taken
- Preventative measures (if applicable)

Timeframe: Within **14 business days**, unless complexity requires extension.

6. Escalation

If complainant is unsatisfied:

- Request secondary review by Director
- Seek independent mediation (if appropriate)

7. Protection from Retaliation

No child or family will experience disadvantage for lodging a complaint.

This ensures procedural fairness and shows you operate professionally.

14. Neurodiversity-Informed Behaviour Guidance Policy

Philosophy

The Nature of Learning recognises behaviour as communication. We honour neurodiverse profiles and understand that dysregulation reflects unmet needs, stress responses, or environmental overwhelm.

We are committed to inclusion, dignity, and relational safety.

Core Principles

1. Behaviour is communication.
2. Regulation precedes learning.
3. Co-regulation before correction.
4. Safety is non-negotiable.
5. Inclusion requires reasonable adjustments.
6. Harm to others cannot be ignored.



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Our Approach

We prioritise:

- Emotional literacy
- Predictable structure
- Sensory-informed environments
- Small group interactions
- Relational repair conversations
- Restorative practice

Physical Behaviour

While we recognise nervous system dysregulation, physical harm toward others is not acceptable.

If physical behaviour occurs:

1. Immediate safety response
2. Separation and co-regulation
3. Incident documentation
4. Parent notification
5. Risk review
6. Individual Support Plan if pattern emerges

Escalation Pathway

After:

- 1st incident → documented response
- 2nd incident → risk review & family meeting
- 3rd incident → Individual Support Plan mandatory
- Ongoing high-risk behaviour → conditional enrolment review



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15. Emergency Contact & Response Policy

At The Nature of Learning, we prioritise preparedness for emergencies to ensure swift and effective responses that protect every child in our care.

Emergency Contact Information:

- Families must provide at least two emergency contacts.
- These contacts must be reachable during program hours.
- Any changes to emergency contact details must be communicated to staff promptly.

Emergency Response Protocols:

- At least one staff trained in basic first aid and CPR will be on site at all times.
- In the event of an emergency, staff will:
 1. Administer first aid as needed.
 2. Contact emergency services if necessary.
 3. Contact the parent/guardian and emergency contacts.

Evacuation Procedures:

- Emergency evacuation plans are displayed at the venue.
- Practice drills are conducted with staff and children.
- Children will be guided to a designated safe assembly point.

Critical Incidents:

- Any serious incident is documented and reported to relevant authorities as required by law.
- Families will be informed of any incident involving their child as soon as possible.
- Parent/Guardian is to site the incident form and sign and date this after reading the information provided on the form.
- Copies of incident forms are only provided to parents upon requests.



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14. Privacy & Data Handling Policy

The Nature of Learning respects your privacy and is committed to protecting the personal information we collect from children, families, and staff.

What We Collect:

- Enrolment forms and medical information
- Individualised Education Plans (IEPs) (if applicable)
- Family contact details and emergency contacts
- NDIS-related documentation (if applicable)

How We Use This Information:

- To provide safe, personalised educational support
- To communicate with families and support services
- To meet legal and funding requirements

How We Store It:

- All data is stored securely - physically and digitally
- Access is limited to authorised staff only

Disclosure of Information:

- We will not share your information without consent unless legally required (e.g. child safety or medical emergency)
- With your permission, we may share information with allied health providers and plan managers

Your Rights:

- You may request to access, update, or correct your information at any time
- We comply with the Privacy Act 1988 (Cth) and relevant State legislation.

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