



## Pets and Animals Policy and Procedures

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<b>National Law and Regulations</b>	National Law Section 165, 167. Regulation 168(2)(h), 77, 78, 101, 103
<b>National Quality Standard</b>	Quality Area 2: Children’s Health and Safety; Quality Area 3: Physical Environment
<b>EYLF</b>	Learning Outcome 1: Children learn to interact in relation to others with care, empathy and respect. Learning Outcome 2: Children become socially responsible and show respect for the environment.

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## Policy Statement

**‘The animal is a conduit for learning to be human; some propose that it is only through the animal that we recognise our humanity’ (Jill Bone, 2013)**

Contemporary thinkers, such as Bone (2013) see ‘animals as the fourth teacher’. This builds on the work of Malaguzzi and the Reggio Emilia approach which positions the parent as the child’s first teacher, the educator as second and the environment as the third teacher, together supporting children’s learning.

Heritage Early Childhood Centre (Heritage) recognises the many benefits of interacting with animals in early childhood education. Encouraging contact and developing bonds with animals helps children build empathy. In addition, observing educators role model appropriate interactions with animals provides opportunities for children to develop a caring, responsible and respectful attitude towards animals and nature. Pets also meet the emotional need of children and adults for affection and provide opportunities for teaching about the lifecycle of birth, life and death.

Heritage currently keeps a pet bearded lizard in the Preschool Room and has previously kept guinea pigs and goldfish. The children may also have access to chickens at the ANU Environment Centre. Children may, under supervision, feed the animals, rake the cages and help make the bedding. Educators also include wildlife excursions and exploring the outdoor area of the service or the local park to see the creatures that can be found, including birds, snails and butterflies. In addition, they may invite animal professionals to visit the service such as mobile farms, reptile keepers and egg hatching programs.

Heritage educators recognise that interacting with animals supports children’s learning in relation to Outcome 1 and 2 of the Early Years Learning Framework.

- Outcome 1: Children have a strong sense of identity: Children learn to interact in relation to others with care, empathy and respect.
- Outcome 2: Children are connected with and contribute to their world: Children become socially responsible and show respect for the environment.

This policy meets National Quality Standard Area 3 which requires services to support children to become environmentally responsible. Interacting with animals supports children to understand, appreciate and respect the natural environment and the interdependence between people, plants, animals and the land.

This policy has been developed to meet the requirement under National Regulation 168 to ensure a child safe environment. Heritage recognises it has a duty of care to mitigate the health and safety risks of interacting with animals at the service as animals can cause allergies, injuries and spread infections and diseases, especially to infants and pregnant women. Germs may be present on the skin, hair, feathers and scales, faeces, urine and saliva of animals. While these germs may not cause disease in the animal, they may cause disease in humans. The mouths and claws of all animals in particular carry germs that can cause infections if a person is bitten or scratched. Heritage also mitigates the risks are also associated with wildlife and vermin that may venture on to the premises.

In addition, animals can themselves become sick in education settings if their welfare is not adequately catered for. They require a lot of work, commitment and financial expenditure and Heritage recognises the importance of undertaking a thorough risk-benefit analysis whenever a pet is being considered.



## Rationale and Legislative Background

Heritage recognises it has a duty of care to take all reasonable, practicable steps to manage risks in order to provide the Heritage community with a safe and healthy work environment that supports the emotional and physical wellbeing of all employees and children (ACT *Work Health and Safety Act, 2011*). In addition, the policy has been developed to comply with the:

- *Education and Care Services National Law (ACT) Act 2010*
- *Education and Care Services National Regulations (ACT) 2011*
- *National Quality Standard for Early Childhood Education & Care & School Age Care, 2011.*
- The Early Years Learning Framework (EYLF).
- *Animal Welfare Act 1992*
- *Domestic Animals Act 2000*
- *Nature Conservation Act 2014*

<b>Education and Care National Law</b>	
Section 165	Offence to inadequately supervise children.
Section 167	Offence to fail to protect children from harm and hazard likely to cause injury.
<b>Education and Care National Regulations</b>	
Regulation 168(2)(h)	There must be policies and procedures in relation to health and safety including providing a child safe environment, managing incidents, injuries, trauma and illness, and dealing with infectious diseases.
Regulation 77	The service must implement adequate health and hygiene practices and safe practices for handling, preparing and storing food.
Regulation 88	Reasonable steps must be taken to prevent the spread of the infectious disease at the service. In an event of an infectious disease at a service a parent/authorised emergency contact of each child being educated and cared must be notified of the occurrence as soon as practicable.
Regulation 101	A risk assessment for an excursion must identify and assess risks that the excursion may pose to the safety, health or wellbeing of any child being taken on the excursion and specify how those risks will be managed and minimised.
Regulation 103	The premises and all equipment and furniture used in providing the education and care service must be safe, clean and in good repair.
<b>National Quality Standard</b>	
QA 2 Children's Health and Safety	<p>Standard 2.1: Each child's health and physical activity is supported and promoted.</p> <ul style="list-style-type: none"> <li>• Element 2.1.2: Effective illness and injury management and hygiene practices are promoted and implemented.</li> </ul> <p>Standard 2.2: Each child is protected.</p> <ul style="list-style-type: none"> <li>• Element 2.2.1: At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.</li> <li>• Element 2.2.2: Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.</li> </ul>
QA 3 Physical Environment	<p>Standard 3.1: The design of the facilities is appropriate for the operation of a service.</p> <ul style="list-style-type: none"> <li>• Element 3.1.1: Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.</li> <li>• Element 3.1.2: Premises, furniture and equipment are safe, clean and well maintained.</li> </ul>



	<p>Standard 3.2: The service environment is inclusive, promotes competence and supports exploration and play-based learning.</p> <ul style="list-style-type: none"> <li>• Element 3.2.3: The service cares for the environment and supports children to become environmentally responsible.</li> </ul>
QA 7: Governance and Leadership	<p>Standard 7.1: Governance supports the operation of a quality service.</p> <ul style="list-style-type: none"> <li>• Element 7.1.2. Systems are in place to manage risk and enable the effective management and operation of a quality service.</li> <li>• Element 7.1.3. Roles and responsibilities are clearly defined, understood and support effective decision making and operation of the service.</li> </ul>
Quality Assessment and Rating	<p>Heritage management understand that quality standard assessors are looking for:</p> <ul style="list-style-type: none"> <li>• Educators modelling appropriate behaviour and supporting children during interactions with animals.</li> <li>• Children being adequately supervised.</li> <li>• Educators modelling appropriate hygiene and safety practices.</li> <li>• How children are supported to interact with the animals.</li> <li>• How families were consulted.</li> <li>• How the ages, skill levels and preferences of individual children are considered and respected.</li> <li>• Philosophies and policies relevant to the context of the service such as how is the animal fed, how the space is cleaned, what provisions are in place for the animal when the service is closed.</li> <li>• Documentation gathered from consultation with families.</li> <li>• Risk Benefit Assessment documents.</li> <li>• Documentation to manage potential allergies or medical conditions.</li> </ul>
<b>Early Years Learning Framework</b>	
Learning Outcome 1	<ul style="list-style-type: none"> <li>• Children have a strong sense of identity: Children learn to interact in relation to others with care, empathy and respect.</li> </ul>
Learning Outcome 2	<ul style="list-style-type: none"> <li>• Children are connected with and contribute to their world: Children become socially responsible and show respect for the environment.</li> </ul>

## Policy Aims

The Heritage Pets and Animals Policy and Procedures aim to:

- Educate the Heritage community to develop a caring and responsible attitude to animals and the environment.
- Ensure any animal kept on or visiting the Heritage premises does not constitute a health or safety risk to the children or Heritage community.
- Set out clear procedures for managing pets and animals on the premises, including hygiene and cleaning procedures.
- Ensure a safe, clean and humane environment is provided for all animals that visit or reside at the service.
- Ensure there are procedures in place for removing animals such as snakes, spiders, possums and vermin from the premises where they may constitute a health and safety risk.

## Scope

It is understood that there is a shared legal responsibility and accountability between, and commitment by the Management Committee, Director, educators, other staff, students, volunteers, visitors and all others attending the programs at Heritage to implement the Pets and Animals Policy and related procedures.



## Summary of Key Responsibilities

Role	Responsible for ensuring:
<b>Management Committee</b>	<ul style="list-style-type: none"> <li>• There is a Pets and Animals Policy in place that is easily accessible to families and educators, regularly reviewed and meets legislative requirements.</li> <li>• The Pets and Animals Policy clearly sets out the service procedures, how risks will be mitigated in relation to interactions with animals, and clearly defines the roles and responsibilities of the Director, educators and Heritage community.</li> <li>• The Director is supported in responding to any complaints in relation to this policy and notifying the relevant authorities as required.<sup>1</sup></li> </ul>
<b>Director</b>	<ul style="list-style-type: none"> <li>• The Heritage community has ease of access to the Pets and Animals Policy.</li> <li>• The policy is regularly updated in consultation with the Management Committee, families and educators.</li> <li>• The procedures in relation to pets and animals are clearly communicated to educators and families in a variety of ways.<sup>2</sup></li> <li>• Pets are not a source of infection or allergy and do not adversely affect the wellbeing of the children in any way.</li> <li>• Pets are kept in a limited area which is safe, quiet and easy to clean.</li> <li>• Pets do not have access to children’s bedding, toys, food prep areas, surfaces or utensils.</li> <li>• Pets are clean, healthy and free of disease or pests (fleas, ticks, etc.).</li> <li>• Pets are vaccinated, wormed and de-fleaed as required.</li> <li>• Where fleas are identified, animal bedding and their immediate environment is treated with a flea treatment according to the manufacturer’s instructions.</li> <li>• Animals that show signs of illness are treated promptly by a vet and kept away from children until the animal is well.</li> <li>• Pets are accessible to children only under the appropriate supervision of educators for the health and safety of both the children and the animals.</li> <li>• Educators model how to care for and handle pets and animals appropriately.</li> <li>• Food and water containers are inaccessible to children and kept in a separate area from the children’s regular play area.</li> <li>• Educators follow strict hygiene procedures for cleaning animal enclosures/cages and containers and instructions are kept near enclosures.</li> <li>• Children and educators strictly follow the hygiene procedures and wash their hands immediately after feeding or attending to the animals or their environment.</li> <li>• A hand-washing reminder is on display by each animal enclosure.</li> <li>• Families are informed of pets being kept on premises and any plans to obtain new pets.</li> <li>• Families are able to give feedback about pets on the premises and are asked to provide information about any animal allergies, fears or phobias their child may have on enrolment or diagnosis.</li> <li>• Where children have a known animal allergy or phobia, they are provided with an alternate activity for the duration of any visits; kept away from the animal and closely supervised to ensure that any adverse reaction is noted promptly and an appropriate medical response provided.</li> <li>• Families are informed of excursions to and visits from animal organisations</li> </ul>

<sup>1</sup> Refer to: Complaints and Grievance Management Policies (staff and non-staff)

<sup>2</sup> Refer to: Communication and Family Involvement Policy



	<p>where animal interactions may occur, and risk assessments are undertaken as required.<sup>3</sup></p> <ul style="list-style-type: none"> <li>• Educators cover sandpits at the end of the day and safety checks are carried out to ensure sandpits are free of animal droppings from cats, possums etc before children play in them.<sup>4</sup></li> <li>• Pet food is free of allergens such as nuts, and other allergens on the excluded food list such as seafood.</li> <li>• Pet food is kept sealed and out of reach of children.</li> <li>• Pregnant women are advised of the dangers of cat faeces and risk of toxoplasmosis.<sup>5</sup></li> <li>• Wildlife found on the premises is managed appropriately according to the procedures in this policy.</li> </ul>
<p><b>Educators</b></p>	<ul style="list-style-type: none"> <li>• They are familiar with this policy and adhere to the associated procedures.</li> <li>• Children and educators wash their hands after handling animals or their environment.</li> <li>• The educational program includes how to respectfully care and interact with pets and animals and teaches children to understand the natural behaviour of animals.</li> <li>• Children are encouraged to interact gently and respectfully with animals and model this behaviour.</li> <li>• Children are introduced to Heritage pets in a quiet, controlled setting for the safety of both the children and animal.</li> <li>• Children are appropriately supervised at all times when interacting with pets or animals, including those with allergies or phobias to animals.</li> <li>• Children are not allowed to play with pets while they are eating or to put their faces close to animals as per supervision procedures.</li> <li>• Pet enclosures are checked daily and food and water containers filled and hygienic as per the procedures in this policy.</li> <li>• Pets do not have access to children’s bedding, toys, food preparation areas, surfaces or utensils.</li> <li>• All pet accessories such as pet food, litter boxes and pet toys are kept away from children.</li> <li>• Animals/pets are not allowed in the sandpit or any other play area and the sandpit is covered daily.</li> <li>• If animals or pets or their faeces are found in the sandpit, educators clean the sandpit as per the Hygiene and Infection Control Policy and remove the faeces hygienically according to procedures and using gloves.</li> <li>• Their first aid qualifications are up to date.</li> <li>• Any bite, scratch or harm inflicted by an animal is treated appropriately and recorded according to the First Aid for Injury, Illness and Trauma Policy.</li> <li>• The Director is informed if any animal shows signs of illness so they can be treated promptly by a vet and kept away from children until the animal is well.</li> <li>• They see a doctor if they sustain an injury from a Heritage pet or animal on the premises.</li> </ul>
<p><b>Families</b></p>	<ul style="list-style-type: none"> <li>• Ensuring they are familiar with Heritage policies and procedures available on the Heritage website, in the Entrance Foyer and summarised in the Family Handbook.</li> <li>• Informing the Director on enrolment of any allergies or phobias their child may</li> </ul>

<sup>3</sup> Refer to: Excursions and Incursions Policy

<sup>4</sup> Refer to: Work Health and Safety Policy

<sup>5</sup> Refer to: Work Health and Safety Policy





	<p>have related to animals.</p> <ul style="list-style-type: none"> <li>• Ensuring animals or pets belonging to families of the children are only brought on to the Heritage premises if permission has been given by the Director.</li> <li>• If an animal such as a dog is brought to the premises when families are collecting children, ensuring it is left at the gate, far enough away so children cannot touch the animal through the gate/fence.</li> </ul>
<b>Students and Volunteers</b>	<ul style="list-style-type: none"> <li>• Abiding by this policy and all procedures while engaged with the programs at the service.</li> <li>• The Director is informed of any issues in relation to this policy.</li> </ul>

## Strategies and Practices

### Choosing the Right Pet

- Heritage recognises that animals most suitable for early childhood centres include goldfish, hermit crabs, stick insects, mice and rats. All are relatively low maintenance and can be left safely over a weekend if they are provided with sufficient food and water.
- Lizards, ferrets, turtles, snakes, psittacine birds (birds of the parrot family), spiders and tropical fish may not be appropriate pets for the early childhood education setting. If these are being considered, Heritage management will:
  - Check with a vet about whether a particular pet is suitable for children.
  - Check with the local health department for regulations/advice regarding pets in education and care settings and whether a license is required for keeping certain animals.

### The Decision to Get a Pet

Heritage management will:

1. **Complete the Decision to Get a Pet Checklist** (Attachment 1).
2. **Consult with families and educators** to ensure they are given the opportunity to provide feedback and information about any allergies, fears or phobias, including on the Enrolment Form.
3. **Complete a Risk-Benefit Assessment tool.** (Attachment 2: Risk Benefit Assessment for Heritage Bearded Dragon and visits to ANU Environment Centre Chickens)
4. **Complete a Risk Management Plan** (See over-page) including procedures that mitigate risks and takes into account:
  - Infection control: Contact with animals can spread disease and the prevention of the spread of infectious diseases must be considered at the service.
  - Effective hand washing and cleaning: Children and adults must employ effective hand washing procedures after touching or feeding animals, or helping to clean their bedding, tanks, cages or enclosures as part of the learning experience.
  - Appropriate supervision: Children must be appropriately supervised when they have contact with animals to avoid potential injury or harm to the child or the animal.
  - Animal welfare: Pets must be vet checked and de-flead and their welfare adequately catered for to minimise the risk of them becoming sick.
5. **Meet local, state or territory government licensing requirements:** There may be regulations or limits for the keeping of reptiles, fresh-water turtles, chickens etc.



Heritage Pets and Animals Risk Management Plan

Risk Identified	Procedures in Place to Reduce Risk
<p><b>Infections</b></p> <ul style="list-style-type: none"> <li>• Children may ingest or touch faeces (droppings) or dirt that contains animal faeces or fleas.                             <ul style="list-style-type: none"> <li>○ <b>Salmonellosis</b>, which can be fatal to young children, is caused by salmonella bacteria and transmitted to humans by eating food contaminated with the faeces of an infected pet. Salmonella can live on surfaces, clothing, etc for up to 72 hours.</li> <li>○ Many animals, such as chickens and reptiles and amphibians such as iguanas, geckos and turtles, are carriers of salmonella, but do not appear ill themselves.</li> <li>○ <b>Toxoplasmosis</b> is caused by contact with cat waste and can affect anyone, but is very dangerous to unborn babies, causing birth defects.</li> </ul> </li> <li>• Parasites may be transferred by pets, such as ringworm (a fungus), worms, fleas and ticks which can be spread from dogs, cats, rabbits and guinea pigs.</li> <li>• Fleas can infest animals and humans, and flea bites cause irritation and inflammation of the skin.</li> <li>• Diarrhoea can be caused by Campylobacter and parasites such as giardia, and is associated with infected dogs, cats, birds and farm animals.</li> <li>• Cat-scratch disease, usually transmitted by kittens, causes fever and swollen glands.</li> <li>• Psittacosis, which can be fatal to young children, is an illness like pneumonia that can be transmitted by infected parrots and exotic birds. It can aerosol as the animal passes its' waste.</li> <li>• Fish and fish tanks can harbour germs.</li> <li>• Scratches from fish and marine animals, including coral, can cause unusual infections.</li> </ul>	<p><b>Infections</b></p> <ul style="list-style-type: none"> <li>• Educators and children must <b>wash their hands</b> before and after touching or feeding animals and after cleaning an animal's bedding, cage or tank.</li> <li>• <b>All pets and their enclosures must be kept clean</b> and hygienic with clear procedures in place.</li> <li>• Pets must have <b>clean bedding and water</b>.</li> <li>• <b>Children must be appropriately supervised</b> at all times when interacting with pets or animals. For example, as chickens do not keep their droppings to one spot, children will be supervised to ensure they do not pick up or play with chicken droppings which can carry salmonella.</li> <li>• <b>Pets must not have access</b> to children's bedding, toys, food prep areas, surfaces or utensils.</li> <li>• <b>Pets must be flea-free, worm-free and immunised</b> as appropriate. Where fleas are identified, animal bedding and their immediate environment will be treated with a flea treatment according to the manufacturer's instructions.</li> <li>• Animals that show signs of illness must be <b>treated promptly by a vet</b> and kept away from children until the animal is well.</li> <li>• <b>Sandpits</b> must be covered at the end of the day and safety checks in place to ensure sandpits are free of animal droppings from cats, possums etc before children play in them.</li> <li>• <b>Pregnant women</b> will be advised of the dangers of cat faeces and risk of toxoplasmosis (see WHS Policy – Pregnant Women).</li> <li>• <b>Animal faeces and litter must be disposed of hygienically</b> daily according to hygiene procedures, using gloves.</li> <li>• If educators need to reach into a fish tank, they must <b>wear gloves</b> or use a net.</li> <li>• Educators must <b>use the laundry sink</b> for cleaning and disposal of aquarium water and never clean an aquarium or enclosure in the kitchen sink or food preparation area.</li> <li>• If an injury is caused by a fish, or a wound is contaminated aquarium water and becomes infected, educators are advised to <b>see a doctor</b> and explain how the injury occurred.</li> </ul>





<p><b>Allergies</b></p> <ul style="list-style-type: none"> <li>• Many children are allergic to animals and may have symptoms when they are around them.</li> <li>• Some pet foods contain common allergens such as nuts and seafood.</li> </ul>	<p><b>Allergies</b></p> <ul style="list-style-type: none"> <li>• Families will be asked on enrolment if their children are allergic to animals.</li> <li>• Pet food will be free of allergens such as nuts, and other allergens on the excluded food list such as seafood.</li> <li>• Pet food will be kept sealed in a plastic container out of reach of children.</li> <li>• Children will interact with and feed pets under appropriate supervision.</li> </ul>
<p><b>Injuries</b></p> <ul style="list-style-type: none"> <li>• Young children often treat animals like another child and try to hug or hit them and don't understand that they are hurting or frightening an animal, which can result in a normally placid pet reacting aggressively in fear or pain.</li> <li>• Dog and cat bites are the most reported types of injuries caused by pets. The tearing and puncture wounds they produce can cause serious infections.</li> <li>• Scratches from fish and marine animals, including coral, can cause unusual infections.</li> </ul>	<p><b>Injuries</b></p> <ul style="list-style-type: none"> <li>• Children will be guided by educators in how to correctly handle and interact with pets and will do so only under appropriate supervision.</li> <li>• Children will not be allowed to play with pets while they are eating.</li> <li>• Children will not be allowed to put their faces close to animals.</li> <li>• On showing signs of illness, animals will be taken to a vet and kept away from children. Educators understand that an animal that is irritable because of pain or illness is more likely to bite or scratch.</li> <li>• The service will have an up to date First Aid Policy and educators will have up to date first aid certificates.</li> <li>• If an educator sustains an injury from a fish, or a wound is contaminated aquarium water, and becomes infected, educators are advised to see a doctor and explain how the injury occurred.</li> </ul>

### Caring for the Welfare of Heritage Pets

Heritage currently has a bearded dragon and has previously kept guinea pigs and goldfish. The children also have access to chickens at the ANU Environment Centre.

#### Bearded Dragon

Heritage management understands that while a license is not required to keep a bearded dragon as a pet, all Australian reptiles are protected in Australia.<sup>6</sup> Bearded dragons:

- Grow between 40-60cm in length (including the tail) and have a lifespan of 12-15 years.
- Are good-natured and easy to care for, making them a great choice of a first pet for children.
- Are known to be affectionate.
- Are hypoallergenic and do not cause allergies.
- Usually tolerate handling better than other lizards and regular handling helps them get used to people. This also minimises stress during regular care such as tank cleaning.
- Require an enclosure of at least 100cm x 50cm x 60cm.
- Like all reptiles, rely on external sources to regulate their temperature. Their enclosure needs heat and light so they can synthesise, produce crucial vitamins and stay healthy.
- May go into brumation. Colder weather will make them dormant for weeks/months, making them less active, sleepy and reduce their appetite. They must be provided with a warm, dark

<sup>6</sup> Refer to: Rationale



space to retreat into.

### Heritage management will ensure the pet bearded dragon:

- Has an escape and predator proof enclosure that is at least 100cm long x 50cm wide x 60cm high and the enclosure:
  - Has an incandescent UV light that provides UVB light.
  - Has a thermo-regulated gradient, ie, a 'hot end' (35-40°C) and a 'cool end' (25-28°C).
  - Has a secluded shaded spot where they can cool down to prevent over-heating or hide.
  - Is lined with a recommended floor covering purchased from a reputable reptile shop.
  - Has branches and rocks for the lizard to climb on.
- Is provided with a nutrient-filled diet of veggies, insects, meat, pellets and fruit as treats.
  - Bearded dragons are omnivores – eating insects and plants.
  - Juvenile dragons should be fed daily, while adults can be offered food every second day.
- Always has access to fresh water.

### **Chickens in the Environmental Garden**

Heritage understands that:

- Interacting with chickens can educate the children about where food comes from and teach them about the real world of farming and how to treat animals and food respectfully.
- Cockerels can be protective and may attack so hens are best for small children.
- Hens are susceptible to heart attacks if they come under sudden stress, so young children must be taught to be quiet and respectful around them. Most children under the age of 4 will follow them, however this can turn into chasing.

### **Guinea Pigs**

Heritage management will ensure guinea pigs:

- Have sufficient cage space (about 70 square cm) and are housed outdoors, sheltered in an outbuilding and have sufficient light, protection from pests and weather.
- Receive companionship from another guinea pig or lots of attention as they are social animals.
- Are not stressed (they become easily stressed if their daily routine is altered).
- Receive fresh fruit and vegetables and an abundant supply of grass hay. A plain pellet may also be supplied and stored in a sealed plastic bin away from the children and must not contain nuts.<sup>7</sup>

### **Goldfish**

Heritage management will ensure goldfish:

- Live in the correct conditions (which enables them to live for decades) including a large tank with a filter and de-chlorinated water. Goldfish are aware that they are prey animals and to feel comfortable they prefer lots of hiding places, plants and gravel in their tank.
- Live in groups as they are social animals.
- Receive only small amounts of food at regular times once or twice a day (about two flakes per fish). Goldfish have a memory-span of at least three months and can distinguish between different shapes, colours and sounds. They learn to anticipate feedings provided they occur at around the same time every day.

### **Cleaning Procedures**

Animal enclosures will be:

- Thoroughly cleaned and disinfected regularly as recommended for each animal by a reputable pet shop.
- Spot cleaned as required including daily removal of faeces, spills of food and water and replacing soiled bedding/lining as needed between full changes.

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<sup>7</sup> Refer to: Allergy and Anaphylaxis (including Nut Free) Policy.



Educators will:

- Wear gloves when removing faeces, lining or old food, place in a plastic bag, tie it at the top, and place it in the garbage bin off the premises immediately.
- Thoroughly rinse and re-fill water bowls daily, ensuring they are rinsed away from food preparation areas/
- Wash water bowls weekly with hot soapy water as per cleaning procedures below.

### **Procedures for cleaning animal enclosures**

Educators will:

- Put the animal in a temporary enclosure for the clean and ensure it is in a safe, quiet place where it can be watched.
- Ensure children are safely away from where the cage/enclosure will be cleaned.
- **Wear gloves.**
- Remove any toys, hiding places, water bottles and food bowls.
- Wash food and water containers and toys and leave to air-dry.
  - Soak containers in hot, soapy water in a bucket outside or in the laundry and thoroughly rinse them to remove soap residue which can be harmful to animals.
- Remove/brush all food scraps, droppings, bedding and other waste into a plastic bag. Note: For birdcages, the floor of the cage must be wetted before cleaning it to avoid inhalation of powdered, dry bird faeces.
- Tie the plastic bag and place in the garbage off the premises immediately.
- Scrub the cage/enclosure with hot, slightly soapy water and then rinse thoroughly to remove any soap residue (as it can be harmful to animals).
- Spray the inside of the cage with a 50/50 mixture of distilled white vinegar and water and wipe with either a sponge or clean rag. This is safer for them than other cleaning agent).
- Dry the enclosure with a towel, or preferably, if time permits, allow it to air-dry to prevent mould or fungi from growing.
- Line the cage with the product recommended from the pet shop and ensure unused lining is stored appropriately out of reach of children.
- Return animal and feeding bowls to cage.
- Return toys and hiding places and consider arranging in different positions to provide variety for the animal.
- Ensure the area around the cage/enclosure is clean and tidy.
- Wash and disinfect any cleaning equipment.
- Remove gloves and wash hands immediately.

**Educators will never clean animal food and water containers near food preparation areas.**

### **Cleaning Goldfish Tanks**

Educators will:

- Change the water at least fortnightly.
- Add clean tap water to a large, clean open container/bucket and leave it overnight, out of reach of children, to allow the chlorine to evaporate and to come to room temperature.
- Once the water is de-chlorinated, put on gloves and remove the goldfish using a glass/glass jug and leave them in a safe, quiet place in the same water.
- Remove the filter and decorations from the tank and tip the water into the trough in the laundry or changing room.
- Agitate the gravel under the hot tap to remove most of the waste products.
- Empty the gravel into a sieve/strainer and rinse thoroughly under the cold tap.
- Wipe the tank and decorations with a kitchen scrubber (for fish only) to remove algae.



- Return the cleaned gravel and decorations to the bowl and add the clean, de-chlorinated tap water from the container/bucket which has been standing over-night.
- Gently return the goldfish from the glasses/jugs to the bowl.
- Put the glasses/jugs in the dishwasher

Heritage management will also ensure:

- Educators use the laundry sink for cleaning and disposal of aquarium water and never clean an aquarium in the kitchen sink or food preparation area.
- The filter in the tank is changed according to the manufacturer's instructions.
- The water is tested for chemical imbalances and regularly changed (as goldfish produce a large amount of waste).
- The tap water used for water changes sits in an open container overnight before the fish come in to contact with it to allow the chlorine to evaporate.

### Procedures for Storing Pet Food

- Pet food must be free of allergens such as nuts, and other allergens on the excluded food list such as seafood.
- Pet food must be kept in a sealed plastic bin and stored out of reach of children.

### Educational Program and Supervision Procedures

Educators will ensure children are encouraged and supported to:

- Interact with animals in a quiet, controlled setting for the safety of both the children and animal.
- Not play with pets while they are eating, put fingers through openings in cages or put their faces close to animals.
- Interact gently and respectfully with animals and educators model this behaviour.
- Understand the natural behaviour of animals and understand this may be hard for children who are used to stories where animals are given human names and act like humans.
- Not pick up chicken droppings which may carry salmonella.

### Children with Allergies and Phobias

Where children have a known animal allergy or phobia the family will be consulted to ensure the child's health and safety at the service. The child will be:

- Provided with an alternate activity away from the animal for the duration of visits of the specific animals.
- Closely supervised to ensure that any adverse reaction is noted early, and an appropriate medical response provided.
- Where appropriate, the child's Allergy or Anaphylaxis Risk Management Plan will be strictly followed.<sup>8</sup>

### Procedures for Managing Visiting Animals

#### Excursions and Incursions

- Excursions to visit animals, visits by animal organisations to the service such as the RSPCA or reptile keepers, or children's pets from home are all classified as visiting animals.
- Certain animals, birds and reptiles carry germs that can be passed on to humans, and cause illness (refer to: section on Health and Safety Risks of Animals above).
- Prior to visits taking place, the Director will inform families and may request a copy of veterinary clearance certificate to confirm that the animals are healthy.
- Educators will complete risk assessment paperwork for each excursion.<sup>9</sup>

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<sup>8</sup> Refer to: Allergy and Anaphylaxis Policy and Procedures; Medical Conditions Policy

<sup>9</sup> Refer to: Excursions and Incursions Policy



- Animals and birds visiting the education and care service as part of the educational program are the responsibility of the owner/s. Educators will ensure that the environment remains safe and hygienic at all times during the visit.

### Dogs on the premises

- Heritage will inform the Heritage community that, by law, “a person must not take a dog into the grounds of a child-care centre, preschool or primary school unless a keeper of the dog resides in the grounds; or the dog is taken into the grounds with the permission of the principal or person in charge of the child-care centre, preschool or primary school.”<sup>10</sup>

### **Procedures for Managing Uninvited Animal Visitors**

Heritage management recognises there are situations that may spontaneously occur involving uninvited animals on the premises. For example, there may be a situation where an animal or bird has made its way into the service or a dangerous snake or spider is identified on the premises.

Heritage management will ensure:

- The health, safety and wellbeing of children, families and educators is prioritised at all times.
- Educators utilise the event as a spontaneous learning experience for the children where appropriate. For example:
  - Educators may discuss with children safety issues relating to dangerous products, plants, vermin and objects.
  - Educators may educate children that snakes are protected by law under the Wildlife Act 1975 and should not be harmed or killed. Snakes are generally shy, timid animals and if unprovoked they will rarely attack humans, although can move with alarming speed if frightened.
  - Educators may educate children that all spiders should be treated with caution, even though most species, with the exception of the funnel web, are not aggressive. The vast majority of spiders are harmless and play an important role as insect predators.<sup>11</sup>

### **Potentially Dangerous Animals**

- If a dangerous or aggressive animal, insect, bird, spider or snake is found in the grounds of the service, educators will follow the procedures set out in the Emergency and Evacuation Policy.
- At no time will a potentially dangerous animal be approached or touched by educators, children or families.

### **Bees and Insects**

The Director will:

- Ensure that garden areas are kept free from stagnant water and plants that may attract biting insects.
- Reasonable measures are taken to decrease the number of plants that are known to attract stinging insects.
- Bee/wasps nests are removed.
- Ensure educators know to watch for bees in pools of water and grassed areas of outdoor play areas.
- Ensure children use enclosed water bottles and are educated to avoid drinking from open containers when outside and check for insects.<sup>12</sup>

### **Possums**

- Possums can be delightful creatures and can be safely enjoyed from a distance.
- Possums are protected under the *Nature Conservation Act 2014* and it is illegal for unauthorised person to trap or harm them.

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<sup>10</sup> Refer to: References: Domestic Animals Act 2000

<sup>11</sup> Refer to: Attachment 11: Chart of Spiders found in ACT

<sup>12</sup> Refer to: Allergy and Anaphylaxis (including Nut Free) Policy



- Brushtail and ringtail possums are both native marsupial species that have adapted well to urbanisation and are commonly found dwelling in Australian gardens.
- Ringtail possums are a social species that build nests of bark and leaves.
- Brushtail possums are larger, more territorial possums that usually reside in tree hollows, and are common in the suburbs of Canberra.
- Both species of possum may occasionally take shelter in roofs.
- Many households are fortunate enough to share their property with one or more possums, however they can become a nuisance if they nest in roof spaces/guttering etc.
- The RSPCA recommends providing them with an alternative home such as a possum box or nesting box made of a hollow log blocked at one end, before attempting to evict them. It should be waterproof and placed four to five metres above the ground.

The Director will:

- Where possums cause issues such as noise or health and safety risks at Heritage, contact ANU Facilities and Services who will contact a licenced possum removalist. **Refer to:** <https://www.environment.act.gov.au/parks-conservation/plants-and-animals/urban-wildlife/possums>

### **Bats**

- Bats must not be approached as they may harbour lyssavirus that is very similar to the rabies virus.
- Bats that are not in direct contact with people (eg. bats in trees) pose no risk of transmitting lyssavirus.
- Treatment of bat bites or scratches can require several vaccine injections and injections of protective antiserum into the wound area.

The Director will:

- Contact ANU Facilities and Services who will contact professional animal to move bats where they are posing a health and safety risk.
- If a member of the Heritage community is scratched or bitten by a bat, ensure first aid procedures are followed. The wound must be immediately cleaned with soap and running water for 5 minutes and the person taken to the doctor or hospital immediately as a matter of urgency.

### **Injured Wildlife found in the Service**

- If the animal is a sick, injured or orphaned native animal and rescue assistance is required, the Director may contact the ACT RSPCA Wildlife on (02) 6287 8100 or Environment ACT 132 281 for advice.

### **Pests and Vermin**

- Vermin are any variety of small animal or insects such as rodents and cockroaches that are considered pests as they are disease-carrying.

The Director will ensure:

- An annual pest control assessment and treatment will be undertaken by ANU Facilities and Services.<sup>13</sup>
- Monitor any occurrences in the service to determine the success of control measures.

Educators will:

- If pests and vermin are seen, advise the Director immediately.
- Thoroughly clean all areas that animals or pests have accessed at Heritage with hot, soapy water.

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<sup>13</sup> Refer to: Work Health and Safety Policy





**Animal Remains**

- If the remains of an animal have been found, the Director will ensure remains are disposed of according to the local Council guidelines.
- Educators will ensure the area where the remains were found will be thoroughly disinfected with hot, soapy water.

**Policy Evaluation and Review**

All persons agree on joining the Heritage community to abide by the Heritage Pets and Animals Policy. To assess whether the values and purposes of the policy have been achieved, the Director will:

- Regularly seek feedback from everyone affected by the policy regarding its effectiveness.
- Monitor implementation, compliance, complaints and incidents in relation to this policy.
- Keep the policy up to date with current legislation, research, policy and best practice.
- Revise the policy and procedures as part of the service’s policy review cycle, or as required in consultation with families and educators.
- Notify parents/guardians at least 14 days before making any changes to this policy or its procedures (Regulation 172(2)).

**Related Policies**

Name	Location
Allergy and Anaphylaxis Policy	
Asthma Policy	
Behaviour Guidance Policy	Policy and Procedures Section on Website – Members Area
Complaints and Grievance Management Policies (Staff and non-Staff)	
Child Safe Environment Policy	
Child Protection Policy	
Dangerous Products Policy	Policy Manuals in Office, Main Entrance and Staff Resources Room
Emergency and Evacuation Policy	
First Aid for Injury, Illness and Trauma Policy	
Hygiene and Infection Control Policy	Family Handbook, Educator Handbooks
Illness and Infectious Diseases Policy	
Interactions with Children Policy	
Supervision Policy	
Work Health and Safety Policy	

**Sources and Further Reading**

**Legislative References**

- Animal Welfare Act 1992 (ACT).** <https://www.legislation.act.gov.au/a/1992-45>
- Australian Children’s Education and Care Quality Authority (ACECQA). (2018).** *Guide to the National Quality Framework.*  
[https://www.acecqa.gov.au/sites/default/files/2018-03/Guide-to-the-NQF\\_0.pdf](https://www.acecqa.gov.au/sites/default/files/2018-03/Guide-to-the-NQF_0.pdf)
- Belonging, Being & Becoming, the Early Years Learning Framework for Australia. (2009).**  
<https://www.acecqa.gov.au/sites/default/files/2018-02/belonging-being-and-becoming-the-early-years-learning-framework-for-australia.pdf>
- Domestic Animals Act 2000 (ACT).** <https://www.legislation.act.gov.au/a/2000-86/default.asp>
- <https://www.legislation.act.gov.au/a/1992-45>
- Education and Care Services National Law Act 2011 (ACT).**



<http://www.legislation.act.gov.au/a/2011-42/current/pdf/2011-42.pdf>

**Education and Care Services National Regulations 2011 (ACT).**

<https://www.legislation.nsw.gov.au/#/view/regulation/2011/653>

**Nature Conservation Act 2014 (ACT).**

<https://www.legislation.act.gov.au/a/2014-59/>

**Work Health and Safety Act 2011 (Cmwth).**

<https://www.legislation.gov.au/Details/C2018C00293>

### **Other References**

**ACECQA. (2019).** *Keeping Pets and Animals in Education and Care Services.*

[https://www.acecqa.gov.au/sites/default/files/2019-](https://www.acecqa.gov.au/sites/default/files/2019-07/QA3_InfoSheetKeepingPetsAndAnimalsInEducationAndCareServices.pdf)

[07/QA3\\_InfoSheetKeepingPetsAndAnimalsInEducationAndCareServices.pdf](https://www.acecqa.gov.au/sites/default/files/2019-07/QA3_InfoSheetKeepingPetsAndAnimalsInEducationAndCareServices.pdf)

**ACT Government, Environment, Planning and Sustainable Development Directorate. (2020).**

*Possums.* <https://www.environment.act.gov.au/parks-conservation/plants-and-animals/urban-wildlife/possums>

**Community Early Learning Australia. (2020).** *Sample Policy: Animals in the Environment.*

<https://www.cela.org.au/resource/animals-in-the-environment-13062017/>

**Down the Lane (2014).** “Children and Chickens – Do They Go Together?”

<http://www.downthelane.net/children-and-chickens.php>

**Government of South Australia. (2015).** *Animal Contact Guidelines.*

[https://www.sahealth.sa.gov.au/wps/wcm/connect/e0947b00492e1a49ac0afd9006c065a9/1416](https://www.sahealth.sa.gov.au/wps/wcm/connect/e0947b00492e1a49ac0afd9006c065a9/14167.1+A4+Guidelines+Book-ONLINE+(3).pdf?MOD=AJPERES&CACHEID=e0947b00492e1a49ac0afd9006c065a9)

[7.1+A4+Guidelines+Book-ONLINE+\(3\).pdf?MOD=AJPERES&CACHEID=e0947b00492e1a49ac0afd9006c065a9](https://www.sahealth.sa.gov.au/wps/wcm/connect/e0947b00492e1a49ac0afd9006c065a9/14167.1+A4+Guidelines+Book-ONLINE+(3).pdf?MOD=AJPERES&CACHEID=e0947b00492e1a49ac0afd9006c065a9)

**Government of South Australia. (2019).** *How to care for your pet bearded dragon.*

<https://www.environment.sa.gov.au/goodliving/posts/2019/07/bearded-dragons>

**Guinea Pigs Australia (n.d.).** “Before Adopting, Consider Responsible Pet Ownership”.

<http://www.guineapigsaustralia.com/before%20adopting.htm>

**National Health Medical Research Council. (2013).** *Staying Healthy. Preventing infectious diseases in early childhood education and care services, 5th Edition. Section on Animals.*

<https://www.nhmrc.gov.au/sites/default/files/documents/reports/clinical%20guidelines/ch55-staying-healthy.pdf>

**NSW Department of Health. (2018).** *Petting Zoos and Personal Hygiene Factsheet.*

<https://www.health.nsw.gov.au/Infectious/factsheets/Pages/petting-zoos-and-personal-hygiene.aspx>

**Petmania (n.d.).** “Caring for your Goldfish”. <http://www.petmania.ie/fish/coldwater-fish/caring-for-your-goldfish>

**My Pets. (2021).** *Bearded Dragons as Pets.* <https://www.mypets.net.au/bearded-dragons-as-pets/>

**Petbarn. (2021).** *Bearded Dragon Care Guide.*

<https://www.petbarn.com.au/petspot/reptile/ultimate-bearded-dragon-care-guide-checklist/>

**Petbarn. (2021).** *How to Clean Your Reptile’s Enclosure.*

<https://www.petbarn.com.au/petspot/reptile/care-and-maintenance-reptile/clean-reptiles-enclosure/>

### **Useful Factsheets**

**Better Health Channel (2014).** *Animals and Child Safety Factsheets.*

<https://www.betterhealth.vic.gov.au/health/healthyliving/animals-and-child-safety>

### **Useful Contacts**

**ACT RSPCA Wildlife:** Ph: (02) 6287 8100

**Environment ACT:** Ph: 132 281. (Access Canberra)

**Parks, Conservation and Lands Rangers.** Call for advice or for injured animals on Ph: 6207 2087 (Southside)



## Version Control and Change History

Version Number	Approval Date	Approved by	Amendment
1	11/11/2014	Management Committee	New policy created from Pets section of Work Health and Safety Policy and references above.
2	February 2018	Director	Added information on Bearded Dragon including Risk Assessment. Removed references to Heritage having goldfish and birds as no longer keep these animals. Added Risk Benefit Assessment for Bearded Dragon and Chooks
3	15 Sept 2021	Management Committee	Updated all links, references and related legislation. Added Contents Page. Added more details in Policy Statement including animals as the “fourth teacher”, EYLF learning outcomes and National Quality Standard. Updated Summary of Responsibilities and moved to beginning of policy to improve readability. Included more details on risk minimisation procedures in Heritage Pets and Animals Risk Management Plan. Added more detailed supervision procedures Added more detail on managing wildlife found on premises.



**Attachment 1**

The Decision to Get a Pet Checklist	
Is an educator at the service willing to take the pet home at night? If not, it may be better to choose a pet that is low maintenance such as goldfish or mice.	
Who will pay for the upkeep of the animal, including feeding, health care and cleaning? What are the estimated costs?	
How will the animal be cared for on weekends and during service closure periods?	
What physical space is available in the service? Is it adequate for the animal you are thinking of?	
Are all educators and families happy with the decision to keep an animal at the service?	
What time is available in the day to care for the animal?	
Are there any children or educators at the service who are allergic to, or have phobias of, animals?	
Do policies and procedures need to be updated? For example, washing hands after touching or feeding animals, or cleaning their bedding, tanks, cages or enclosures.	
What are the health and safety risks? (See over-page)	

ATTACHMENT 2: HERITAGE PET RISK BENEFIT ASSESSMENT							
ACTIVITY	Benefit Assessment	Possible hazards	Preliminary Risk Assessment (Consequence/ Likelihood)	Measures in Place/ Additional Measures	Children's Voice	Risk with measures in place	Outcome Benefit/ Risk L/M/H
<b>Chooks in Environment Garden</b>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Children learn to look after a pet</li> <li>• Encourages care for animals and empathy</li> <li>• Children become socially responsible and show respect for the environment.</li> <li>• Assists with transition and settling</li> <li>• Learn about chooks.</li> <li>• Build friendships with animals</li> </ul>	Birds carry diseases.	Moderate	<p>Children will wash their hands on returning to Heritage from visiting the chooks if they have been collecting eggs or touching the chooks.</p> <p>Children will be supervised and not be allowed to pick up faeces</p>		Low	Low, benefits outweigh risk
<b>Bearded Dragon - Lizard in the Preschool Room</b>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Children learn to look after a pet</li> <li>• Encourages care for animals and empathy</li> <li>• Children become socially responsible and show respect for the environment.</li> <li>• Assists with transition and settling</li> <li>• Interest in reptile exploration</li> </ul>	Reptiles carry germs/ disease	Moderate	<p>Educators clean the cage at the start of the week and whenever it needs.</p> <p>Taken to the vet for check-ups.</p> <p>Children are taught to wash their hands after touching the lizard.</p>		Low	Low, benefits outweigh risk
		Lizards can bite	Moderate	<p>Educators are always with the lizard when it is out of its cage.</p> <p>Educators teach the children where to pat the lizard – only on back and sides, downwards (away from head).</p>		Low	Low, benefits outweigh risk

Risk Matrix						
		Consequence				
		Insignificant	Minor	Moderate	Major	Catastrophic
Likelihood	Almost certain	Moderate	High	High	Extreme	Extreme
	Likely	Moderate	Moderate	High	Extreme	Extreme
	Possible	Low	Moderate	High	High	Extreme
	Unlikely	Low	Low	Moderate	High	High
	Rare	Low	Low	Low	Moderate	High



### Attachment 3: Pets and Animals Checklist

Consultation and Risk Management	Yes/No/NA
Families are informed of pets being kept on premises on enrolment, new pets and excursions/visits from organisations where animal interactions may occur.	
Families are asked on enrolment if their children have any allergies or phobias regarding animals.	
Where children have a known allergy or phobia, they are kept away from the animals, provided with an alternate activity and closely supervised so any reactions can be treated promptly.	
Policies and procedures are in place regarding obtaining and looking after animals to ensure they are not a health and safety risk.	
Families are informed they must leave animals including dogs outside the premises, away from entry/exit gates, or have the Director's permission for a visit.	
Pets and animals are accessible to children only under appropriate supervision for the health and safety of both the children and the animals.	
Only tame animals that can tolerate handling are allowed to interact with children.	
Children are taught not to put their fingers through openings in cages or their faces near animals.	
Strict hygiene procedures are in place for cleaning animal enclosures	
Pet Welfare	Yes/No/NA
Pets have sufficient space, and their enclosures are positioned so they are safe, quiet, sheltered and protected according to their needs.	
Pets are healthy, clean and vaccinated, wormed and treated for fleas as required.	
Children are introduced to pets in a supervised setting and encouraged to interact gently and respectfully with animals.	
Children are taught how to care for pets and to understand the natural behaviour of the animal.	
Educators model positive behavior towards animals at all times.	
General Hygiene	Yes/No/NA
Children and educators wash their hands after feeding, touching or attending to the animals or their environment	
A hand-washing reminder is placed by pet enclosures.	
Pets are kept in a limited area which is easy to clean.	
Food and water containers are inaccessible to children and kept in a separate area from the children's regular play area.	
All pet accessories such as pet food, litter boxes and toys are stored safely away from children.	
Pets, animals and accessories are never taken into the food preparation areas.	
Pets and animals are not allowed in the sand pit or other play areas. If this happens, educators will clean the sandpit as per the Hygiene Policy.	
Any bite, scratch or harm inflicted by an animal on the premises is treated appropriately and recorded according to the First Aid Policy.	



Cleaning Procedures for Cages/Enclosures	Yes/No/NA
Pet enclosures and food and water containers are cleaned regularly and checked daily and spot cleaned as required to maintain hygienic conditions.	
Educators <b>always use gloves</b> when cleaning pet enclosures and food and water containers.	
The pet is put in a temporary cage/container during cleaning in a safe, quiet place where it can be watched.	
Children are kept safely away from where cage will be cleaned.	
Toys, hiding places, water bottles and food bowls are removed and washed by soaking them in hot soapy water in a bucket outside or in the trough in the laundry or changing room (never near food prep. Areas). They are thoroughly rinsed to remove soap residue, before being left to air-dry.	
All food scraps, droppings, bedding and other waste are put in a plastic bag which is tied and placed in the garbage off the premises immediately.	
The cage is scrubbed with hot, slightly soapy water and then rinse thoroughly to remove any soap residue (as it can be harmful to animals).	
The inside of the cage is sprayed with a 50/50 mixture of distilled white vinegar and water and wipe with either a sponge or clean rag.	
The cage is dried with a towel, or preferably, if time permits, allowed to air-dry to prevent mould or fungi from growing.	
The cage is lined with an appropriate lining/bedding for the animal as advised by a reputable pet shop.	
The animal and feeding bowls, accessories, toys etc. are returned to the cage (in different positions to provide variety for the animal).	
The area around the cage is checked to ensure it is tidy and clean.	
Gloves are removed and hands washed immediately.	
Cleaning Procedures for Goldfish	
Tank water is changed fortnightly.	
Fresh tap water is added to a large, clean open container/bucket and left overnight, out of reach of children, to allow the chlorine to evaporate.	
The next day, the goldfish are removed with a glass/jug and left in safe, quiet place in the original water.	
The filter and decorations are removed from the tank and the water tipped into the trough in the laundry or changing room.	
The gravel is agitated under the hot tap to remove most of the waste products and then emptied into a sieve/strainer and rinsed thoroughly under the cold tap.	
The tank and decorations are wiped with a kitchen scrubber (for fish only) to remove algae.	
The cleaned gravel and decorations are returned to the bowl and the fresh, de-chlorinated tap water from the container/bucket is added to the tank.	
The goldfish are gently returned to the tank, including the original water in the glasses/jugs.	
The glasses/jugs are put in the dishwasher.	
The area around the tank is checked to ensure it is clean and tidy.	
Gloves are removed and hands washed immediately.	