
Environmental policy

Date Reviewed:

May 6, 2025

Regulation:

73 – 76; 168(2)(a)-(h)

Standards:

3

Purpose

The purpose of this document is to provide guidelines to ensure that the sustainability objectives of Woden Valley Early Learning Centre (WVELC) are consistently met.

Objectives

To take an active role in caring for our environment and contribute to a sustainable future through:

- Embedding sustainable practices into WVELC operations; and
- Supporting children to become environmentally responsible, including by showing respect for the environment.

Policy

To support these objectives, WVELC will:

- Promote sustainable practices in the immediate environment and beyond;
 - Develop and monitor a Sustainability Action Plan;
 - Promote children's understanding about their responsibility to care for the environment;
 - Comply with all applicable local, state, and federal environmental regulations;
 - Embed a culture of sustainability in our daily routines and practices;
 - Provide staff with Professional Development opportunities in the area of sustainability;
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- Continually seek to improve the environmental performance of WVELC;
- Engage families and suppliers in meeting our sustainability objectives;
- Use finite resources, including paper, energy, fuel, and water, as efficiently as possible;
- Introduce learning activities to encourage children to become environmentally responsible and show respect for the environment;
- Actively promote recycling of paper, cardboard, and other materials;
- Encourage families to introduce sustainable practices at home;
- Acknowledge and respect the traditional custodians of the land, incorporating Indigenous perspectives into our sustainability practices;
- Integrate sustainability education as a core component of our curriculum, fostering a deep connection between children and the natural world;
- Collaborate with local Indigenous communities to enrich our understanding and practices related to environmental stewardship;
- Ensure that our sustainability initiatives are inclusive, reflecting the diverse cultural backgrounds of our community.

Scope

- The Environmental Policy relates to the operations of WVELC located at 1 Dann Close, Garran 2650 ACT, Australia.
- The Environmental Policy covers all normal business activities relating to the provision of child care services.

Responsibility

The WVELC Director is responsible for maintaining this document and ensuring that it remains consistent with WVELC's main business operations.

Policy created on:

Written by:

Review date:

May 6, 2025

Paulina Jagus

June, 2027

Environmental procedures

Date Reviewed:

June 3, 2025

Regulation:

Environment Protection Act 1997 (ACT)

Australian Government's Sustainability and Environmental Management Policy

ACT Government: "ACT Climate Change Strategy 2019–2025"

Standards:Regulation 73-76; 168(2)
EYLF V2.0 – Outcome 2

Procedure 1 - Environmental impacts

Description

This procedure details guidelines for identifying and documenting the environmental impacts of the Woden Valley Early Learning Centre (WVELC).

The purpose of this procedure is to describe the process to identify the environmental impacts of WVELC's activities, operations and services that interact with the environment.

Responsibility

The WVELC Director / Nature Pedagogy Leader is responsible for identifying the environmental impacts that can be controlled or minimised by taking into account planned or new activities and services.

Details

All relevant environmental impacts from normal business activities and services are identified and minimised wherever possible. As a guide, specific environmental impacts could fall into the following:

- Use of electricity and other energy sources that generate carbon emissions;
 - Use of transport fuels by vehicles for business purposes;
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- Use of transport fuel by taxis and couriers commissioned by the service;
- Use of water;
- Use of paper; and
- Generation of waste that is sent to landfill.

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June 3, 2025

Written by:

Paulina Jagus

Review date:

June, 2027

Procedure 2 – Sustainability action plans

Description

This procedure details guidelines for documenting sustainability action plans at WVELC.

Purpose

The purpose of this procedure is to describe the process of establishing and maintaining sustainability action plans to achieve the environmental objectives and targets of WVELC.

Responsibility

The WVELC Director / Nature Pedagogy Leader is responsible for organising the activities associated with the implementation and maintenance of sustainability action plans.

Details

Sustainability action plans shall be developed to achieve major environmental objectives as follows:

- Each objective shall have a specific deliverable and an expected timeframe;
 - Progress against each objective shall be monitored regularly; and
 - Action steps shall be updated or revised accordingly.
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Procedure 3 – Environmental Procurement

Description

This procedure describes guidelines regarding the environmental procurement of goods and services.

Purpose

The aim of this procedure is to ensure that environmental considerations are taken into account when purchasing goods and services at WVELC.

Responsibility

The WVELC Director is responsible for ensuring that environmental considerations are taken into account when purchasing goods and services at WVELC.

Details

- As a general guideline locally produced goods and services will be given preference to interstate or imported goods and services in order to reduce travel-related emissions.
 - When purchasing products, preference is to be given to items that are made from sustainably derived materials, have recycled content or can be reused or refilled.
 - When purchasing or using cleaning supplies, preference is to be given to items that are environmentally responsible, non-toxic and phosphate free.
 - When purchasing office machines and appliances, preference is to be given to office machines, electrical appliances and computer equipment that have an Energy Star rating of four stars or more.
 - When purchasing motor vehicles preference is to be given to motor vehicles that have a high fuel efficiency.
 - When purchasing other supplies and materials preference is to be given to items that are clearly and independently certified that the product is environmentally responsible.
 - Underpinning this procedure is an assumption that all other factors in the processing decision are also taken into account such as price, quality, availability, accessibility and service.
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Procedure 4 – Environmental Learning Activities

Description

This procedure describes guidelines regarding the implementation of environmental learning activities for children at WVELC.

Purpose

The aim of this procedure is to introduce effective learning activities to encourage children at WVELC to become environmentally responsible and show respect for the environment.

Responsibility

The WVELC Director / Nature Pedagogy Leader is responsible for ensuring that the environmental learning activities at WVELC are adequate and effective to teach children to become environmentally responsible and show respect for the environment.

Details

Environmental learning activities will be developed and approved by the WVELC Director, in order to teach children about their responsibility to care for the environment. In particular environmental activities will be designed and introduced to children that:

- Develop their life skills, such as growing and preparing food, energy efficiency, waste reduction and recycling;
 - Teach them an appreciation of the natural environment and the interdependence between people, plants, animals and the land;
 - Encourage energy efficiency practices at home such as switching off unused lights, appliances and electronic equipment;
 - Promote water efficiency practices at home such as minimising shower times and turning off taps when brushing teeth; and
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Indoor and outdoor environment policy

Date Reviewed:

May 7, 2025

Regulation:

104-114

Standards:3

Introduction

The physical environment can contribute to children's wellbeing, happiness, creativity and help develop independence. It can contribute to and express the quality of children's learning and experiences. The choices made in an education and care service about resources, materials, spaces, layout, air and light quality and access to a range of experiences in indoor and outdoor settings, have a direct impact on the quality of learning opportunities available to children.

Aim

Woden Valley Early Learning Centre (WVELC) will ensure the environment is safe, clean and well maintained.

Children's awareness of the environment and sustainable practice will be supported through daily practices, resources and interactions. The physical environment, both indoors and outdoors, will support children's learning, safety, levels of engagement and access to positive experiences and inclusive relationships.

Policy

WVELC will ensure that

- Fencing and barriers which enclose outdoor areas used by children are maintained to ensure they are of a height and design that prevents children of preschool age from going through, over or under the structure.
 - Sufficient furniture, materials and developmentally appropriate equipment are provided and maintained in order to support all children to engage and access programs that develop their skills and independence.
 - Any laundry facility in the premises is located and maintained in a way that does not pose any risks to children.
 - Adequate space requirements are maintained in both the indoor and outdoor environments.
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- Toilet, washing and drying facilities are developmentally and age appropriate and are located and designed in a way that support safe use and convenient access by children.
- The nappy change areas support safe access and hygienic nappy change routines and that educators and children have ready access to hand washing facilities.
- Education and care environments are well-ventilated and have adequate natural light.
- Indoor temperatures are maintained at levels that support children's safety and wellbeing.
- Play spaces provide children with opportunities to explore and experience the natural environment.
- The outdoor environment has adequate shaded areas to protect children from ultraviolet radiation from the sun.
- The environment seeks to support convenient access to both indoor and outdoor play activities.
- Toilet and nappy change facilities align with supervision requirements, children's independence and developmental needs.
- Where possible, gardens reflect the local natural habitat and encourage native wildlife into the education and care environment.

Nominated supervisors will

- Ensure that plants are selected to minimise risks to children.
 - No poisonous or dangerous plants will purposely be included in the WVELC care environment. See fact sheet on Poisonous Plants - <http://www.kidsafensw.org/growmesafely/>
- Collaborate with educators to carefully select and provide adequate numbers of resources in order to meet children's needs.
- Provide new learning opportunities that extend and challenge children's learning and development.

The Educational Leader will collaborate with educators to

- Equally value both the outdoor and indoor learning environments as places that support children's learning, creativity, social engagement and sense of belonging.
 - Seek to develop learning environments that are secure and predictable and that support children to take increasing responsibility for their health, hygiene and personal care.
 - Design learning environments that are welcoming and accessible for all children and families, considering cultural diversity, social and physical inclusion.
 - Design environments that reflect children's different cultures, interests, abilities and learning styles.
 - Design environments that support small group work in ways that minimise the risk of injury, minimise disruption between activities, minimise conflict between children and reduce prolonged exposure to excess internal and external noise.
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- Design outdoor learning experiences that complement and extend the indoor activities and learning experiences.
- Ensure that outdoor environments provide opportunities to learn through play, enabling access to materials that stimulate investigation and reflection.
- Design indoor environments that are enriched by natural resources and opportunities to engage with nature.
- Offer children opportunities to be active, messy and noisy and play on a large scale.
- Encourage and nurture children's interest in the world around them. By providing children with materials, resources and information, educators can help children appreciate and respect the beauty of their natural and built environments.
- Select resources and design learning environments that foster children's connections with the natural environment.
- Select natural materials and fibres if possible, when purchasing new equipment and resources. These include items such as wooden shelving and natural materials. Such resources enhance the look and feel of nature within the environment.
- Natural and flexible play materials such as sand, leaves and water will be available for children.
- Encourage children and families to collect and bring recycled equipment and natural resources into the environment.
- Encourage children to care for plants by growing plants from seeds.
- Design areas for appreciation of nature, where educators and children can observe the natural play environment and reflect on nature. This will include the introduction of indoor plants into indoor areas. Educators and children will be responsible for the care of these plants ensuring they have enough sunlight and water. As in the outdoor garden, plants will be selected to minimise the risks to children.

Evaluation

WVELC has aesthetically pleasing, safe, flexible and functional play and learning environments. Educators, children and families are supported to consider environmentally sustainable practices. Children's emotional, physical, social, cognitive and spiritual wellbeing are supported by the design and functions of the indoor and outdoor environments. The environment complements the educational and care aims of the service, supporting children to have a strong sense of being and belonging, as well as facilitating their growth and development.

Policy created on:
May 7, 2025

Written by:
Paulina Jagus

Review date:
June, 2027

Death Cap Mushrooms removal or poison

Date Reviewed:

April 9, 2025

Regulation:Public Health Guidelines and
Recommendations**Standards:**2, 3

Purpose:

The purpose of this policy is to ensure the safety of children and educators at Woden Valley Early Learning Centre (WVELC) regarding the identification and handling of mushrooms, particularly the deadly Death Cap mushroom (*Amanita Phalloides*).

Scope:

This policy applies to all educators, staff, and volunteers at WVELC involved in outdoor activities where mushrooms may be present.

Identification and Risk Management:

1. Awareness: Educators and staff will be educated about the characteristics and risks associated with Death Cap mushrooms, including their appearance, habitat, and symptoms of poisoning.
2. Yard Checks: Yard checks will be conducted each morning before children enter the yard and before they go outside after lunch/rest (search for mushrooms particularly during March, April, and May).
3. Documentation: A yard check safety sheet will be signed after each yard check to document the inspection and any actions taken.

Procedure for Mushroom Removal:

1. Identification: If a mushroom is found during a yard check or while supervising outside, take the following steps:
 - Ask another educator to stand near the mushroom and direct children away from the area.
 - Take a photo of the mushroom for identification purposes.
 2. Removal:
 - Wear gloves to protect against potential toxins.
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- Carefully remove the mushroom, ensuring to place it into a plastic bag or glass jar with a lid.

- Dispose of gloves inside out into a plastic bag before placing them in a bin.

3. Storage: Keep the mushroom for identification for 24 hours out of reach of children.

4. Hand Hygiene: Wash hands with warm soapy water after handling mushrooms.

Response to Mushroom Ingestion:

1. Immediate Action: If a child ingests any mushroom found in our environments, follow these steps:

- Call the poisons information line on **131 126** and inform the operator of a child suspected of eating a Death Cap mushroom & follow their instructions

- Call an ambulance

- Inform the family

2. Medical Attention: Anyone suspecting mushroom ingestion should seek urgent medical attention at a hospital emergency department. Where possible, take a whole mushroom sample for identification.

3. Incident Reporting: Complete an incident report and inform the room leader, director, and parents of the incident.

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Written by:

Paulina Jagus

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June, 2027

Animal and pet policy

Date Reviewed:

June 17, 2025

Regulation:

100,113,114

Standards:

3.2

Aim

The Woden Valley Early Learning Centre (WVELC) aims to provide a healthy environment that provides children with opportunities to become responsible and knowledgeable citizens. Woden Valley ELC aims to teach children how to become responsible owners of animals, how to treat animals with respect and provide them with appropriate care.

Objectives

1. To provide a safe, clean and humane environment for all animals that reside at WVELC;
2. To ensure a safe and hygienic environment that minimises the risk of children, parents/guardians, employees and visitors being harmed by animals in care;
3. To ensure the nature pedagogical leader or person responsible for caring for animals is knowledgeable and able to perform their duties; and
4. To be a role model of positive behaviours that guide and care for animals.

Procedures

Caring for animals

- Animals residing at WVELC will be regularly fed, cleaned, have fresh water available and be health checked as required.
- Animal homes or bedding are to be cleaned effectively daily.
- Animals will not have access to children's bedding, resources, food preparation areas, eating surfaces or utensils.
- Children are to be supervised at all times when interacting with animals.
- Animals will be viewed as a natural part of the environment that provide a wealth of learning opportunities for children.
- Animals introduced to WVELC are to be approved by a nominated supervisor.
- If WVELC finds itself unable to care for an animal, a WVELC representative will find alternative carers and start a rehoming process.
- If an animal becomes seriously ill, WVELC will seek professional help and euthanise an animal, if advised, in humane way.

Infection Control

The following preventative measures will be used to minimise any risk of ill health caused from supervised contact with animals.

- Children are discouraged from touching animals while they are eating;
- Children are encouraged to not put animals near their faces;
- Children are to wash and dry their hands after touching animals;
- Children with asthma or allergies (including anaphylaxis) will be discouraged from interactions with animals; and
- Any accidental injury caused by an animal in care will be treated with first aid, an **accident, injury and trauma report** will be completed and a child's family will be notified.

Policy created on:

June 17, 2025

Written by:

Paulina Jagus

Review date:

June, 2027

References

- Education and Care Services National Regulations, December 2011
 - National Quality Standard -Quality Standard 3 Physical Environment 3.2 –We encourage educators to build children's understanding and respect for the natural environment and the relationship between people, plants, animals and the land.
 - Work Safety Act 2008
 - Staying Healthy in Childcare – Preventing Infectious Diseases in Childcare – 6th Edition pg. 31 (19/09/12)
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Procedure for Managing Animal Faeces in the Narragunnawali Garden

Date Reviewed:

June 27, 2025

Regulation:

100,113,114, 77

Standards:

3.2, 2

Objective

To ensure that animal faeces in the Narragunnawali Garden are properly managed and not carried back into the main play area or indoors, maintaining a clean and hygienic environment for children and staff.

Steps:

1. Daily Inspection:

- Designate a staff member to conduct a daily inspection of the Narragunnawali Garden for any animal faeces.
- The inspection should be done before children are allowed to enter the garden area each morning.

2. Safe Removal of Faeces:

- If possible equip the designated staff member with gloves, a scoop, and a disposable bag for safe faeces removal. Carefully remove any faeces found in the garden, ensuring that it is placed in the disposable bag without direct contact. Seal the disposable bag and place it in an outdoor waste bin designated for such waste.
- If possible hose off the grass area and allow it to air dry before children enter the space.
- Allowing the garden to air dry before children enter the garden; that way faeces will unlikely stick to the shoes.

3. Footwear Hygiene:

- Implement a shoe cleaning station at the entrance/exit of the garden with brushes and mat for cleaning the soles of shoes.
 - Require all individuals (children, staff, and visitors) to clean their shoes upon exiting the garden.
 - Periodically inspect the shoe cleaning station to ensure it remains effective and well-maintained.
 - Children are encouraged to wear gumboots provided in the garden.
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- If the children are bare feet, they will be offered soapy water bucket to wash their feet towardly.

4. Hand Washing Procedure:

- Hand Washing Before and After Garden Play:
 - All children and staff must wash their hands before and after playing in the Narragunnawali Garden.
 - Hand washing stations with soap and running water will be available near the garden entrance.
 - Hand sanitiser will also be provided for use when hand washing facilities are not immediately available.
- Hand Washing Technique:
 - Proper hand washing techniques will be taught and reinforced, including scrubbing all parts of the hands for at least 20 seconds.

5. Animal Access Control:

- Animals are limited to Narragunnawali garden or community garden.
- If animals are part of the educational program out side of those spaces, ensure they are supervised and their waste is promptly cleaned up.

6. Regular Monitoring and Review:

- Conduct regular audits of the garden area and the effectiveness of the shoe cleaning station.
- Review and update the procedure as needed to address any new challenges or to improve hygiene practices.

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Written by:

Review date:

June 27, 2025

Paulina Jagus

June, 2027

Wellbeing Dog policy

Date Reviewed:

February 4, 2025

Regulation:

100,113,114

Standards:

3.2

Rationale

Woden Valley ELC is committed to promoting the wellbeing of all students and educators, and a Wellbeing Dog may be used to assist with this. The initiative to introduce a Wellbeing Dog Program is to enhance the nature based program currently offered within the centre. The key aim of the Wellbeing Dog Program is to promote empathy and wellbeing amongst young children and adults who may be experiencing issues with their mental health and wellbeing, trauma, separation, grief and loss and family and domestic violence.

In particular the Wellbeing Dog aims to:

- Provide comfort and support to young children and educators who are experiencing high levels of distress
- Facilitate communication between the student and dog handler
- Facilitate the development of the therapeutic relationship

Purpose

The aim is to use the Wellbeing Dog as a companion across a range of settings, including one-on-one and group settings.

1. Within the one-on-one setting the Wellbeing Dog accompanies students when they may be discussing emotionally provoking information with the Wellbeing Dog Handler or needing emotional support after experiencing crisis.
2. Within the group setting, the Wellbeing Dog may be trailed in the classroom context with the goal of comforting students with mental health difficulties, support neurodiverse students and offer ongoing access to an animal.
3. The Wellbeing Dog could also attend larger group events with the goal of identifying and supporting students with mental health difficulties, especially during nature walks and excursions.

Guiding Principles for Practice

1. Research Based Practice

Research suggests animals can assist the therapeutic setting in the following ways:

- Animals can teach empathy and appropriate interpersonal skills
- Help individuals develop social skills
- The relationship between therapy animals and the therapist can be a model for a healthy relationship
- The presence of animals is soothing and can more quickly build the therapeutic relationship for children, adolescents and adults

- Patting an animal has been demonstrated to lower blood pressure, lower anxiety and lessen stress
- It has been shown that animals have the potential to lower human anxiety by simply being present
- Using animals in discussions and skill development is potentially less threatening, than working only with human interactions, while also providing practice for how participants may behave in their human-to-human relationships (see Lambin, 2014).

2. The work with animals also has the potential for children to promote:

- Healing and wellbeing through the calming, accepting and responsive nature of small animals
- Self-esteem through the skills and responsibility gained in regard to caring and handling animals.

3. Health and Safety

The centre is committed to the implementation of a Wellbeing Dog Program in a safe and supervised manner. Infection and injury risk management strategies include:

- Careful dog selection
- Regular grooming of the animal to reduce the risk of allergic reaction
- Selecting a well-trained and well-behaved dog to minimize the risk of animal bites and/or injuries
- Obtaining information from staff and students in regard to allergies through in place Medical information collection upon enrolment. If required a list of any children/staff who are anaphylactic will kept by the Handler
- Proof of vaccinations are provided to the centre.
- Twice yearly general health checks of the dog with documentation provided to the centre, to maintain infection control.
- If the Wellbeing Dog is unfit to attend the centre due to illness etc., contact should be postponed until the animal has fully recovered.

4. Hygiene is essential for all participants:

- Alcohol-based hand rub available to all students and staff upon their request.
- The Handler should wash their hands with soap after toileting the Wellbeing Dog and disposing of soiled or dirty towels, using alcohol-based hand rub if necessary.

5. Animal Welfare

The centre has a responsibility for maintaining the dog's health and wellbeing by the following:

- The Wellbeing Dog Handler is the guardian whilst the dog is at the centre and sessions are conducted in an area that is suitable for both the student and the Wellbeing Dog.
 - Provide the Wellbeing Dog with fresh food, drink and appropriate shelter and nurturing
 - Keep and maintain separate animal records
 - Where possible, the Handler will toilet the animal in designate areas at the centre in a safe and clean manner whilst cleaning up after the animal. Should the animal toilet in an undesignated area, the area will be disinfected as required
 - The Wellbeing Dog must not be left alone with a student
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- The Wellbeing Dog must be removed from group settings if it becomes distressed
- The Wellbeing Dog must wear a vest, special lead or bandana while working

Policy created on:

February 4, 2025

Written by:

Paulina Jagus

Review date:

June, 2026

Related documents:

Wellbeing Dog Procedure

References:

Animal Welfare Act 1992 | *Acts*. (n.d.). ACT Legislation Register. <https://www.legislation.act.gov.au/a/1992-45/>

Transport Canberra and City Services. (n.d.). *Animal welfare*. City Services. <https://www.cityservices.act.gov.au/pets-and-wildlife/domestic-animals/animal-welfare>

Transport Canberra and City Services. (n.d.-b). *Education and awareness school program*. City Services. <https://www.cityservices.act.gov.au/pets-and-wildlife/domestic-animals/dogs/education-and-awareness-school-program>

Wellbeing Dog procedure

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Regulation:

100,113,114

Standards:

3.2

Dog Attendance

The Dog may attend centre at the discretion of the Owner, in communication with the relevant Handler/s.

Dog Handling

Dog Handlers must be agreed upon by the Owner. The Handler is responsible with caring for and utilizing the Wellbeing Dog when it is in their care. Handlers will be trained and fully aware of the Wellbeing Dog's commands and will comply with the Wellbeing Dog Policy and Wellbeing Dog Procedures.

Therapeutic Setting

Within the therapeutic setting, the Wellbeing Dog must wear a lead, however the Handler is not required to hold the lead at all times. The goal is for the Wellbeing Dog to sit or lay with the Handler and student, or on their mat in a designated area.

Group Settings

Within group settings, the Wellbeing Dog aims to assist with identifying and supporting students with mental health difficulties or general wellbeing.

1. The Wellbeing Dog must wear a lead or a harness at all times, and this must be held by the Handler.
2. For students who approach the dog there is implied consent to pet the Wellbeing Dog and it is the responsibility of the student to not approach the dog if they have allergies or are fearful of dogs.
3. Group settings may include, but is not limited to, general leisure activities, intentional teaching provocation, nature walks and events.

Classroom Visits

Within the classroom setting, the Wellbeing Dog aims to comfort students with mental health difficulties and general wellbeing.

1. The Wellbeing Dog must wear a lead or a harness at all times; however it is at the discretion of the Handler to decide whether the lead must be held.
2. The Handler will request permission from the classroom teacher to bring the Wellbeing Dog into the classroom and for the preferred time and duration.
3. The Wellbeing Dog is not allowed in the classroom during meal time, however it may be requested by the classroom teacher to attend prior to or after.

Health and Wellbeing of the Dog

Illness or Injury Off-Campus

There may be times when the Wellbeing Dog is unwell or injured. If the Wellbeing Dog is unwell or injured contact should be postponed until it has fully recovered. It is the responsibility of the Owner to notify the Handler/s that the Wellbeing Dog will be absent from the centre at this time.

Injury on centre Events

If the Wellbeing Dog is injured at centre, a First Aid report will need to be completed and placed in the Wellbeing Dogs administration file. This First Aid report may be required for any insurance claims made.

The Handler must inform the Owner of the injury. The Owner will take the Wellbeing Dog to the vet and provide all receipts and relevant documentation, if any, to the centre. All costs due to injury on centre grounds will be covered by the centre.

Provision of Food, Water and Shelter

It is the responsibility of the Handler to provide appropriate food, water and shelter to the Wellbeing Dog. The Wellbeing Dog must have access to clean water, their mat/bed, and portioned food. These may be strategically located in frequented offices, such as the staff room or front office.

Food

The Wellbeing Dog must have appropriate access to dog food throughout the workday. It is the responsibility of the Owner to provide portioned food to the Handler based on the Wellbeing Dog's age and weight and given to the Handler at handover of the Wellbeing Dog. It is the responsibility of the Handler to give the food to the dog throughout the day. It is at the discretion of the Handler to decide how to distribute the food throughout the day. This may be used for positive reinforcement and training, or as a lunch meal.

The Wellbeing Dog is not to eat food offered by staff or students unless approval has been given by the Handler. During interactions, the Handler should encourage students and staff not to feed the Wellbeing Dog food.

Toileting

Toileting the Wellbeing Dog must be done in a way that ensures hygiene is maintained for the Handler and wider community. The Wellbeing Dog is not toileted in common areas or play yard. An arrangement is made between the Handler to identify designated areas for toileting. To ensure that the designated toileting areas do not become unhygienic, the toileting areas must be reticulated, and the Handler is encouraged to alternate locations throughout the day. All "whoopsies" will be collected and disposed of by the Handler.

Dog Training

The Wellbeing Dog may engage in training across their lifespan. All training must follow a positive reinforcement model, with no punitive measures used. On-campus training may involve using positive reinforcement to encourage desired behaviors. It is at the discretion of the Handler to decide when this training should take place and to provide the positive reinforcement to the Wellbeing Dog.

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