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# MAYFIELD STATE SCHOOL OSHC

## Policies and Procedures

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# POLICY GROUP ONE:

## Service Philosophy and Goals

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### 1.1 Philosophy Statement

At Mayfield State School Outside School Hours Care we believe that each child is a unique individual with their own thoughts, ideas, abilities and traditions. We provide an environment that is safe and a stimulating curriculum that challenges children through creativity, self-choice and learning through play. We aim to foster equal opportunity for learning and education for all children, regardless of race, religion, culture or physical ability.

As educators we must tap into the ways that children express themselves and engage children in their learning. At Mayfield OSHC our educators encourage children to use critical thinking and problem solving skills in their daily experiences by allowing their imagination and self-expression to flourish.

Mayfield OSHC advocates for open communication with parents for they ultimately play the most vital role in their children's social, emotional, spiritual, physical and intellectual development. Our intention is to build respectful and collaborative relationships with the school and wider community, strengthening the capacity of the service to support children and promote each child's health and well-being.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and Regulations 2011;
- National Quality Standards;
- 'My Time, Our Place' Framework for School Age Care.

This Philosophy statement provides the foundation for all activities, policies and procedures of the Service. Wherever there is uncertainty as to the Service's policy or procedures on any issue, the Service uses these principles and philosophies to help resolve the issue. The written policies and procedures of the Service have been developed, and will be monitored and reviewed with these values in mind.

The values which underpin this Service's provision of a quality Service are:

- The Service believes that each child has the right to be an active member of the community in which they live, to express their opinions and have their views considered in decisions that may affect them.
- We believe the best interests of the children and their right to play as well as learn and develop in a safe, nurturing and fun environment is the primary consideration in all decision making at the Service and is visible in the actions, interactions and daily experiences with the children.

- we believe that the intrinsic worth of all children and their families, their strengths and their right to equitable access and participation in the community is clearly visible in all aspects of Service delivery;
- the Service believes that children have the right to have their individual and cultural identity recognised and respected;
- the Service recognises the unique role of educators in the development of children, and encourages the building of a skilled, qualified and supportive Educator team;
- we acknowledge that parents and families are the child's primary nurturers and that respectful, collaborative relationships strengthen the capacity and efforts of families and the Service to support children and promote each child's health and wellbeing;
- the Service recognises it is a school-based Service provider, and where possible reflects the principles, values, and practices of Mayfield State School and Education Queensland.

| Date of Development/review | Date Ratified | Date to be Reviewed |
|----------------------------|---------------|---------------------|
| 17 Sept 2012               | Pre 2013      | 27/3/2014           |
| 1/4/2014                   | 1/6/2014      | 5/6/2015            |
| 23/8/16                    | 20/2/17       | 1/10/17             |

## 1.2 Goals

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and Regulations 2011;
- National Quality Standards;
- 'My Time, Our Place' Framework for School Age Care.

### Procedures

Mayfield State School Outside School Hours Care has a number of goals on which our Service is based. These goals are based on the outcomes for children as outlined in the 'My Time, Our Place' Framework for School Age Care. Our goals are to encourage children to:

**Have a strong sense of identity** – the Service aims to teach children to demonstrate a capacity for self-regulation, negotiating and sharing behaviours by motivating and encouraging children to succeed when they are faced with challenges.

**Be connected with and contribute to their world** – the Service demonstrates awareness of connections, similarities and differences between people and how to

react in positive ways by encouraging children to listen to others and to respect diverse perspectives.

**Have a strong sense of wellbeing** – the Service aims to teach children to show self-regulation and manage their emotions in ways that reflect the feeling and needs of others by showing care, understanding and respect for all children.

**Be confident and involved learners** – the Service aims to teach children to use reflective thinking to consider why things happen and what can be learnt from these experiences by encouraging children to communicate and make visible their ideas, theories, collaborate with children and model reasoning, predicting and reflecting processes and language.

**Be effective communicators** – the Service aims to teach children to convey and construct messages with purpose and confidence, including conflict resolution and following directions by modeling language and encouraging children to express themselves through language in a range of contexts and for a range of purposes including leading and following directions.

| Date<br>Development/review | of<br>Date Ratified | Date<br>to<br>Reviewed<br>be |
|----------------------------|---------------------|------------------------------|
| 17 Sept 2012               | Pre 2013            | 27/3/2014                    |
| 1/4/2014                   | 1/6/2014            | 5/6/2015                     |
| 23/8/16                    | 20/2/17             | 1/10/17                      |

# POLICY GROUP TWO: Children

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## 2.1 Respect for Children

The Service recognises and acknowledges that the children, their wellbeing, health and safety are the main focus. Children are to be treated by Educators and other staff members at all times as unique and valued individuals and with respect and dignity.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- 'My Time, Our Place' Framework for School Age Care;
- NQS Area: 1.1; 1.2; 2.1.1, 2.1.2; 2.3.4; 4.2.1; 4.3.2; 5; 7.1.1, 7.1.2; 7.2.1, 7.2.3, 7.3.5.

### Procedures

The children are to be considered and, as far as reasonably possible, actively involved in the ongoing development of:

- program and activities (see Policy 3.1 – Educational Program Planning);
- behaviour expectations of the Service (see Policy 2.6 – Behaviour Support and Management);
- the physical aesthetic environment of the Service (NQS Area 3 – Physical Environment).

Educators will: -

- foster all children's self esteem and confidence, empowering them to make choices and guide their own play;
- promote children's sense of belonging, connectedness, and wellbeing by interacting in a consistently positive and genuinely warm and nurturing manner;
- have high expectations for each child, valuing their individual capacity to achieve and ensuring they experience pride in their achievements;
- respect the diversity of all children's backgrounds and abilities and accommodate the individual needs of each child;
- treat all children equitably and respond positively to all children who require their attention; and
- communicate with children respectfully, taking the time to listen and value what they say.

| Date of Development/review | Date Ratified | Date to be Reviewed |
|----------------------------|---------------|---------------------|
| 17 Sept 2012               | Pre 2013      | 27/5/2016           |
| 23/8/16                    | 20/2/17       | 1/10/17             |

## 2.2 Statement of Commitment to the Safety and Wellbeing of Children and young people and the Protection of Children and young people from Harm

The Service regards as of utmost importance its role in the protection, safety and wellbeing of all children and young people, including those who use our Service. This includes the Service's moral and legal duties to care for children associated with the Service while in the Services care and not in the care of their parents or other primary carers. Our Educators will treat them with respect and understanding and address their concerns at all times. Our organisation will endeavor to provide a safe and supportive Service environment for children and young people.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Child Protection Act 1999 and Regulations 2000;
- Family and Child Commission Act 2014;
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011;
- Duty of Care;
- NQS Area: 2.3; 4.2.1; 7.1.1, 7.1.2, 7.1.5; 7.3.2, 7.3.5;
- Policies: 2.5 – Reporting of Child Abuse, 2.6 – Behaviour Support and Management, 2.8 – Anti-bullying, 2.9 – Inclusion and Anti-bias, 2.11 – Including Children with Special/Additional Needs, 2.13 – Use of Photographic and Video Images of Children, 3.3 – Educators Practice, 4.9 – Children's Toileting.

### Procedures

Management, Nominated Supervisors and Educators shall be committed to providing an environment that is safe and promotes the well being of all children at all times through:

- requiring that Educators and Management sign a code of conduct (see Policy Group 8 and 10);
- ensuring Educator employment and training procedures are used so that the Service employs suitable people and conducts adequate orientation (see Policy Group 8).
- ensuring Educators are directed that, when setting up for all activities, there is a safe physical environment as far as reasonably foreseeable.



- children are actively supervised to ensure that they are protected from harm caused by:
  - physical injury; or
  - harassment and other non-physical harm to the child, whether caused by other children, staff, parents of other children or any other person.
- Educators seek to ensure that they are not alone at the Service with a child, except in an emergency;
- Educators will supervise all areas available to children;
- written parental permission will be obtained for children to be photographed at the Service and outside the Service when participating in experiences or activities organized and facilitated by the Service. Photographs will be for Service use only;
- Educators will instruct the children to inform them when going to the toilet and will ensure that the Children's Toileting Policy (see Policy 4.9) is followed at all times;
- Educators, ancillary staff and volunteers are to comply with legal requirements to apply for, and hold, the appropriate child worker clearances under the Working with Children (Risk Management and Screening) Act.

The Approved Provider (or in the case of an Approved Provider being a P & C Association, the executive officers) will comply with legal requirements to hold a current positive suitability notice under the *Working with Children (Risk Management and Screening) Act 2000*. The Coordinator acts as, or has designated an appropriate person to act as, Quality Officer for the Service (see Policy 10.1 – Quality Compliance) and in this capacity:

- Is to keep a copy of the clearances and suitability notice referred to above; and
- Ensures that the Service and its staff are aware of all legislative requirements and changes relating to the protection of children, including under the Education and Care Services National Law Act 2010 and Regulations 2011, *Working with Children (Risk Management and Screening) Act 2000* and other relevant legislation.

| <b>Date of Development/review</b> | <b>Date Ratified</b> | <b>Date to be Reviewed</b> |
|-----------------------------------|----------------------|----------------------------|
| 17 Sept 2012                      | Pre 2013             | 15 Dec 2015                |
| 23/8/16                           | 20/2/17              | 1/10/17                    |

## 2.3 Educator Ratios

Staff/child ratios will be in keeping with, or better than, those set out in the Education and Care Services National Regulations 2011. In setting staff ratios, consideration will be given to the activities undertaken, ages and abilities of the children and any special needs that the children may have.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Commission for Children and Young People and Child Guardian Act 2000;
- Duty of Care;
- NQS Area: 1.1.5; 2.1.1; 2.2.2; 2.3.1 2.3.2, 2.3.3; 3.1.3; 3.2.1; 3.3.2; 4.1; 4.2.1; 5.1.2; 5.1.3; 6.1.3; 6.3.3; 7.1; 7.2.2; 7.3.1, 7.3.2, 7.3.3, 7.3.5.

## Procedures

In setting Educator ratios, Management will be guided by the Education and Care National Regulations 2011 and the transitional provisions for Queensland, which set out the following:

- a maximum of 15 school age children to 1 Educator;
- Educators must be working directly with children to be included in the ratios;
- at least one Educator, with the required first aid qualifications, will be in attendance at any place children are being cared for, and immediately available in an emergency, at all times that children are being cared for by the Service.
- children who may require additional support, assistance or attention are considered. This may include extra educators in accordance with funding and support arrangements for that child.
- for excursions, Educator ratios will be determined once a full risk assessment of the activity has been conducted. When setting these ratios the following aspects of the excursion will be taken into account:
  - the proposed route and destination for the excursion;
  - any water hazards and/or risks associated with water-based activities; and
  - the transport to and from the proposed destination for the excursion; and
  - the number of adults and children involved in the excursion; and
  - given the risks posed by the excursion, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialized skills are required (e.g. life saving skills); and
  - the proposed activities and duration of the excursion.

| <b>Date<br/>Development/review</b> | <b>Date Ratified</b> | <b>Date to be<br/>Reviewed</b> |
|------------------------------------|----------------------|--------------------------------|
| 17 Sept 2012                       | Pre 2013             | 27 May 2016                    |
| 23/8/16                            | 20/2/17              | 1/10/17                        |

## 2.4 Arrivals and Departures of Children

The Service's responsibility for the child begins when she/he enters the premises and ends when the child leaves the premises in keeping with the Policies and Procedures set out below. For the safety and protection of children, and in keeping with Duty of Care considerations, the Service has strict procedures regarding the arrival and departure of children and particularly the persons who may collect children from the Service.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Commission for Children and Young People and Child Guardian Act 2000;
- Duty of Care;
- NQS Area: 2.3.1, 2.3.2; 4.1; 4.2.1; 6.1.1, 6.1.3; 6.3.2; 7.1.1, 7.1.2; 7.3.

### Procedures

#### HOURS OF OPERATION

**Before School Care: 6.45am – 9am**

**After School Care: 3pm – 6pm**

**Vacation Care: 6.45am – 6pm**

**Pupil Free Days: 6.45am – 6pm**

All Children will be signed in and out by the parent/guardian or other person (authorized nominee) whom the parent/guardian has nominated on the enrolment form, or subsequently in writing via email or letter or by phone, as being authorised to do so.

- **Before School Care:** All children must be signed in by an authorised person and signed out by an Educator;
- **After School Care:** All children must be signed in by an Educator and signed out by an authorised person;
- **Vacation Care/Pupil Free Days:** All children must be signed in and out by an authorised person.

In non-signature sessions, the time of arrival/departure will be recorded by an educator and must be signed by an authorised person as soon as possible.

Cancellation of bookings will only be accepted by parents/guardians.

As from when the child has been duly signed in by the authorised person, the Service takes responsibility for the child until the child is duly signed out by the authorised person collecting her/him.

Educators will, where it is possible without unreasonably endangering any person, not allow children to leave the Service unaccompanied, or to be released to a person other than the

parent or guardian of the child, or to an authorised nominee as permitted under the above procedure. If in doubt, the Nominated/Certified Supervisor will contact a parent/guardian immediately to discuss.

Where no written authority has been received, the parent or guardian may give permission by email (as the first preference) or by phone, for an alternative person to collect the child. The parent must provide the name and description of any such person concerned and proof of their identity will be required on arrival.

No child will be permitted to leave the Service to another activity on their own unless written direction or approval or, in an emergency, verbal direction or approval is received from a known parent or guardian of the child. (Extra-Curricular Form Appendix 1)

### **Late Arrivals and Departures**

If children who are booked in to the Service for care have not arrived within fifteen minutes of expected arrival, the Service will ascertain the children's location, if necessary by contacting the school, parent/guardian and/or emergency numbers provided by parents/guardians.

If children arrive at OSHC unsure of whether they are being picked up or if they are meant to attend the Service (and are not booked in) we will sign them in, call the parent/guardian, and it will be classified as an attendance charged at a casual fee if the child is not picked up within 10 minutes of arriving here.

If at closing time children have not been collected or parents have not made arrangements for collection, parents/guardians will be contacted on the most recent numbers, and if necessary emergency contacts provided by the parent/guardian.

In the event there is no response from contact numbers or parents are unable to arrange collection, advice will be sought from the police.

### **Children Leaving Without Permission**

If a child leaves the Service in any other circumstances and for any reason without permission, the Nominated/Certified Supervisor will assess the situation immediately and will call the parent/guardian as quickly as reasonably possible.

Educators will not leave the Service to pursue a child if:

- It will or may leave the other children in the Service with insufficient supervision; or
- It will, or may expose that staff member to an unacceptable risk of personal harm.

| <b>Date of Development/review</b> | <b>Date Ratified</b> | <b>Date to be Reviewed</b> |
|-----------------------------------|----------------------|----------------------------|
| 17 Sept 2012                      | Pre 2013             | 15 Dec 2015                |
| 23/8/16                           | 20/2/17              | 1/10/17                    |

## 2.5 Reporting of Child Abuse

The Service applies the following principles:

- the Service recognises the complexity and sensitivity surrounding the issue of suspicion of child abuse and the decision making process of whether or not to report it;
- whilst treating the interests of the child as paramount, the Service must respect the reputation of all involved in suspected cases of child abuse;
- the Service recognises that relying on information that is false, exaggerated or unjust can in itself lead to a serious breach of the law;
- it is the responsibility of the nominated supervisor to report any incidents of suspected child abuse in conjunction with the Management Committee and professional advice obtained from the Department of Child Safety;
- the Nominated Supervisor, in conjunction with the Management Committee will report immediately any serious injury, death or suspected harm to the Office for Early Childhood Education and Care.

## Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Family and Child Commission Act 2014;*
- *Child Protection Act 1999 and Regulations 2000;*
- *Duty of Care;*
- NQS Area: 2.3.2, 2.3.4; 4.2.1; 5.1.3; 5.2.3; 7.1.1, 7.1.2; 7.2.3, 7.3;
- Policies: 2.2 - Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.10 - Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm, 8.4 – Educator Professional Development and Learning.

## Procedures

- the Coordinator shall ensure that the Service and all Educators have appropriate and up to date information regarding their legal obligations to report abuse;
- Educators shall report all reasonably suspicious circumstances or allegations of abuse to the Nominated Supervisor who, before taking any action must satisfy herself/himself that there are reasonable grounds for the suspicion/allegation and that the motives of those concerned are genuine;
- if the Nominated Supervisor is still concerned but is unsure he/she will discuss their concerns with a person skilled in dealing with these situations (e.g. Department of

Communities, Child Safety and Disabilities Services; Office for Early Childhood Education and Care;

- before making any final decision as to the appropriate steps, other possible avenues for information and support will be considered, such as the child's teacher, the school Principal or the school guidance officer;
- all persons involved in a case of suspected child abuse will be treated with sensitivity and respect and all information to the case will remain confidential (see Policy 10.8 - Information Handling (Privacy and Confidentiality));
- the Management Committee will be contacted immediately.
- the Nominated Supervisor and representative of the Management Committee will complete the relevant Notification of Serious Incident Forms and forward them immediately on to the Office for Early Childhood Education and Care

Relevant Educators will record all details and objective observations immediately. This record is to be kept separate from any incident book and is to remain confidential.

| <b>Date of Development/review</b> | <b>Date Ratified</b> | <b>Date to be Reviewed</b> |
|-----------------------------------|----------------------|----------------------------|
| 23/8/16                           | 20/2/17              | 1/10/17                    |

## 2.6 Behaviour Support and Management

This Service recognises the wide range of age groups that access School Age Care, as well as the differing developmental needs of individual children and the variety of diverse backgrounds.

Behaviour support and management strategies play a vital role in providing a safe and happy environment and are approached by:

- applying appropriate measures (in keeping with community standards);
- focusing on supporting children to develop skills to self regulate;
- preserving and promoting children's self esteem;
- having regard to the other principles set out in the Philosophy Statement of the Service.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Duty of Care;
- 'My Time, Our Place' Framework for School Age Care;

- NQS Area: 1.1.5, 1.1.6; 2.1.1; 2.3; 4.1; 4.2.1; 5.1; 5.2; 6.1.1, 6.1.3; 6.2; 6.3.2, 6.3.3; 7.1.2, 7.1.4, 7.1.5; 7.2.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5.

## **Procedures**

Educators are trained to respond to various developmental stages of the differing ages of the children who attend the Service, and will apply appropriate behaviour support and guidance techniques which will be consistent with the Philosophy Statement of the Service.

The Service acknowledges and supports Mayfield State School's School wide positive behaviour system and incorporates the system into behaviour management procedures. An educator will regularly attend meetings.

Educators are required to discuss the behaviour expectations with the children on a regular basis, reinforcing why they are necessary.

Educators are required to:

- model appropriate behaviour, including using positive language, gestures, facial expressions and tone of voice;
- monitor children's play, pre-empting potential conflicts or challenging situations and support children to consider alternative behaviours;
- constantly and consistently use positive guidance strategies when reinforcing the Service behaviour expectations;
- support children to make choices, accept challenges, manage change, cope with frustration and to experience the consequences of their actions;
- acknowledge children through encouragement or reward when they make a positive choice in managing their own behaviour.

Educators are not permitted at any time to use physical, verbal or emotional punishment and practices that demean, humiliate, frighten or threaten a child.

Supervised exclusion will be used where required to allow for a reflection period and/or cooling off period for the child.

Educators are required to follow the Service behaviour management strategies and techniques, including completion of an incident report to be signed by the parent/guardian at the end of the day.

Behaviour support plans will be implemented if deemed necessary by the Coordinator. Support plans will be developed collaboratively with the Coordinator, parent/guardian, child and other health/educational professionals as required.

Parents/guardians are not permitted to approach other children attending the Service regarding behavior incidents and/or issues.

### **Service Behaviour Management Strategies**

We believe that children require guidance as to what to do, instead of what not to do. We endeavor to manage behaviour through a supportive model, which includes efficient supervision,

provision of effective role models, directing or redirecting children to other activities, and working with children to set rules, follow the rules and understand the consequences of breaking those rules. We encourage children to self regulate their own behaviour and to utilize calm down spaces eg. moving to a different space, calm down area.

| Date of Development/review | Date Ratified | Date to be Reviewed |
|----------------------------|---------------|---------------------|
| 17 Sept 2012               | Pre 2013      | 15 Dec 2015         |
| 23/8/16                    | 20/2/17       | 1/10/17             |

## 2.7 Exclusion for Behavioural Reasons

The Service has a Duty of Care to all children who attend and educators who work within, the Service. If:

- a child exhibits inappropriate behaviour or behaviour which threatens the safety or wellbeing of any child or other persons in the Service;
- in the Co-ordinator's reasonable opinion, the behaviour amounts, or may amount, to a threat to the safety or wellbeing of any child or other person in the Service; and
- the behaviour support and management procedures (see policy 2.6) have been properly applied first but without success, or the behaviour presents such an immediate potential threat that it is not reasonably possible to apply those procedures;

Then the child whose behaviour is inappropriate or has caused the threat to safety or wellbeing may be excluded from the Service temporarily or, in some cases permanently.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Duty of Care;
- NQS Area: 2.1.1; 2.3.2; 4.2.1; 5.2.2, 5.2.3; 6.1.1; 7.1.1, 7.1.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5.

## Procedures

If, after following the Behaviour Management and Support Policy, the unacceptable behaviours continue;

- the child's parent/guardian will be notified, detailing the child's behaviours, exclusion time and expected return date.

Prior to the child's return, a meeting may be held between the Coordinator, parent and child to discuss possible strategies. A behaviour support plan may be developed for including the child



back into the program. If the child is included back and the same behaviour continues upon return, the child will be excluded permanently from the Service.

**Physical danger to child or others:**

If a child's behaviour causes or may reasonably cause physical danger to other children, educator or the child themselves, the parent/guardian of that child will be contacted immediately and asked to collect the child.

The child will be excluded from the program effective immediately and the lifting of the exclusion will be at the discretion of the Coordinator and Management Committee.

| Date<br>Development/review | of | Date Ratified | Date to<br>Reviewed | be |
|----------------------------|----|---------------|---------------------|----|
| 17 Sept 2012               |    | Pre 2013      | 16/6/2016           |    |
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## 2.8 Anti-bullying

As part of the Service's behaviour management policy, specific details in regard to the Service's approach to issues of bullying are described in the anti-bullying policy. The Service has a duty of care to all children who attend as well as Educators and staff who work within the Service.

OSHC is committed to providing a safe and caring environment, which fosters respect for others. This Service will not tolerate bullying behaviour. We are committed to providing a supportive program for all stakeholders including targets, bullies and witnesses.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Duty of Care;
- Child Protection Act 1999 and Child Protection Regulations 2000;
- Commission for Children and Young People and Child Guardian Act 2000;
- NQS Area: 1.1.5, 1.1.6; 2.1.1; 2.3.1, 2.3.2, 2.3.4; 4.2.1; 5.1.3, 5.2; 6.1.1, 6.1.3; 6.2.1, 6.2.2; 6.3.2, 7.1.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5.

## Procedures

### Educators will:

- model caring and tolerant behaviour towards children, parents and other staff members;
- manage all observed or reported incidences of bullying as set out in this policy under "Responding to a Bullying Incident";
- carefully monitor children's behaviour while participating in any of the Service's programs or activities;
- encourage children to report any incidents of bullying that they are either involved in or witness;
- protect the target from further harm;
- assist the bully to change his/her behaviour; and
- keep a record of bullying behaviour by completing an incident report.

Children will be encouraged to:

- report any incidents of bullying that they are either involved in or witness;
- help someone who is being bullied;
- do everything they can to keep the play safe and happy; and
- use the strategies that they have been encouraged to use to deal with a bullying incident.

Parents will be encouraged to:

- encourage their child to report if they are bullied;
- watch for signs of bullying and speak to OSHC educators if their child is being bullied or they suspect bullying;
- work with the Service in seeking a permanent solution;
- model caring and tolerant behaviour when interacting with children, educators or other parents; and
- promote strategies that enable their child to feel empowered and confident if they have to deal with a bullying incident.

### Responding to a bullying incident:

The Service is committed to implementing positive and permanent solutions to bullying. Educators, children and parents will work together to stop all bullying as part of the 'no tolerance' approach.

In the event that an Educator needs to respond to an observed or immediately reported incident (either by witness, victim or third party), while such incident may still be occurring the following procedure will be implemented:

- Educator will intervene and discuss with the children involved and witnesses. Mediation may be conducted between children with the aim to find an appropriate solution to the problem. Children are encouraged to use conflict resolution strategies. A back-up plan is considered in the event that the first solution proves unsuccessful;

- agreed solution implemented. Back-up plan implemented if necessary;
- incident recorded on appropriate forms.

For reports of repeat incidents (either by witness, victim or third party):

- interview with Coordinator, parents notified. Appropriate report on incident and management details completed. Appropriate consequences for incident discussed and implemented;
- monitoring of implementation of consequences;

Further offences may result in suspension from the Service. Re-entry may require an agreed behaviour contract.

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| 17 Sept 2012                      | Pre 2013             | 16/6/2016                  |
| 23/8/16                           | 20/2/17              | 1/10/17                    |

## 2.9 Inclusion and Anti-bias

The Service supports the principles of equity through implementing inclusive and anti-bias practices. At our Service, the common aim in equal opportunities is to achieve equal relations between nationalities, races, religions, genders and special needs. To cultivate each child's ability to stand up for themselves and for others and act to promote equity and justice. To develop programs which support the goals of an anti-bias program. For each child to be able to recognise and challenge bias. To regularly assess the physical environment for inclusiveness and undertake to plan changes in the environment where appropriate.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- QLD Anti-Discrimination Act 1991;
- 'My Time, Our Place' Framework for School Age Care;
- NQS Area: 1.1.1, 1.1.2, 1.1.5, 1.1.6; 2.2.2; 3.1.3; 3.2.1; 4.2; 5.1; 5.2; 6.1.1; 6.2.2; 6.3.3; 7.1.2, 7.1.3, 7.1.5; 7.2.1, 7.2.3; 7.3.4, 7.3.5;
- Policies: 2.1 - Respect for Children, 2.6 – Behaviour Support and Management, 2.11 – Including Children with Special/Additional Needs, 3.3 – Educators Practice, 8.3 – Recruitment and Employment of Educators, 8.10 – Employee Orientation and Induction, 9.2 – Enrolment, 9.3 – Communication with Families, 9.5 – Complaints Handling.

## Procedures

Parents will:

- inform the Coordinator of the family and child's cultural and/or language requirements at the time of enrolment;
- inform the Coordinator of the family and child's additional needs at the time of enrolment or whenever identified;
- be encouraged to contribute to the program and operation of the Service by sharing information about their individual needs;
- be informed via newsletter, noticeboard or other appropriate forms of communication about the Service's policies and practices.

Educators will:

- ensure that their language and daily practices are inclusive and non-discriminatory;
- have the opportunity to develop their understanding of inclusion principles and anti-bias through professional development and active participation of in-service training;
- self –evaluate and monitor their biases concerning gender, stereotypes or other differences between children;
- ensure their behaviours comply with the Service's policies and code of conduct;
- utilise the parent's expertise in relation to their child's needs and communicate effectively with parents;
- observe the local community of the Service;
- show respect for the various ways that families care for their children and be aware of different child-rearing practices and beliefs;
- incorporate into the program advice identified through consultation with other professionals, the child's family and those with particular expertise in relevant areas;
- ensure that their interactions with children:
  - promote gender equality;
  - promote equality regardless of race, culture or differences;
  - encourage children to develop to their full potential regardless of different abilities or needs;
  - acknowledge and value children's unique and individual differences.
- implement a range of practices to actively counteract bias or prejudice such as:
  - provide children with a variety of experiences from a range of social, cultural, linguistic and ability backgrounds;
  - use anti-bias language when communicating with children and families;
  - talking to children about differences in positive ways;
  - celebrating occasions that are relevant to a variety of cultures;
  - sharing information with children about different cultures and ability backgrounds;
  - providing inclusive models when discussing family structures with all children;
  - providing inclusive resources, experiences and materials;

- providing information for children and families in other languages when appropriate;
- displaying posters and materials that are representative of a variety of social, cultural, linguistic and ability backgrounds; and
- ensuring the physical environment reflects an inclusive and anti-bias approach.

Management will:

- support Educators in their professional development opportunities to ensure the provision of inclusive and anti-bias programs;
- assess Service documents and communications to ensure that they are inclusive and promote an anti-bias approach;
- ensure all enrolment policies and practices are inclusive and anti-bias;
- provide the opportunity for parents and Educators to contribute to the review of the policy on an annual basis;
- ensure that all equipment and resources purchased are inclusive and anti-bias;
- include in the Educator selection criteria the applicant's ability to accept and implement inclusive practices and an anti-bias approach;
- include information regarding the Services commitment to inclusive practices and anti-bias in the Educator handbook and induction and orientation package.

| Date of Development | Date Ratified | Date of Review |
|---------------------|---------------|----------------|
| 17 Sept 2012        | Pre 2013      | 16/6/2016      |
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## 2.10 Reporting Guidelines and Directions for Handling Disclosure and Suspicions of Harm

The Service actively works to provide all children with a safe and suitable environment. In the event that a child or relative discloses information to an adult, the Service shall implement the following procedures to ensure that this information is managed appropriately and that all suspicions of harm are reported in accordance with relevant legislative requirements.

Harm is defined under the Child Protection Act 1999 as 'any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing'. For harm to be significant, the detrimental effect on the child's wellbeing must be substantial or serious, more than transitory and must be demonstrable in the child's presentation, functioning or behaviour.

Harm may be categorised in the following types:

- physical abuse, for example, beating, shaking, burning, biting, causing bruise or fractures by inappropriate discipline, giving children alcohol, drugs or inappropriate medication;

- emotional or psychological abuse, for example, constant yelling, insults, swearing, criticism, bullying, not giving children positive support and encouragement;
- neglect, for example, not giving children sufficient food, clothing, enough sleep, hygiene, medical care, leaving children alone or children missing school; and
- sexual abuse or exploitation, for example, sexual jokes or touching and exposing children to pornography.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Family and Child Commission Act 2014;*
- *Child Protection Act 1999 and Regulations 2000;*
- *NQS Area: 2.3.4; 4.2.1; 5.2.3; 6.2.2; 6.3.1; 7.1.1, 7.1.2, 7.1.5; 7.3;*
- *Policies; 2.1 - Respect for Children, 2.5 – Reporting of Child Abuse, 2.8 – Anti-bullying, 3.10 – Observational Recording, 8.10 – Employee Orientation and Induction, 9.3 – Communication with Families, 9.5 – Complaints Handling.*

## Procedures

Management will ensure that Educators receive appropriate child protection training, in particular ensuring that all educators are aware of the existence and application of the current child protection law and any obligations they may have under that law

Management will ensure that Educators receive information and support on how to handle situations where information is disclosed to them by a child or by a member of the child's family or other person.

For Educators - If you have suspicions that a child is being abused, an appropriate response should include the following:

- have access to a copy of your organisation's internal policy and be knowledgeable about how to respond appropriately;
- be alert to any warning signs that may indicate the child is being abused;
- observe the child and make written notes as soon as you begin to have concerns. Pay attention to body cues such as changes in the child's behaviour, ideas, feelings and the words they use;
- have gentle, non-judgmental discussions with the child. Expressing your concern that the child looks sad or unwell can result in disclosures. Do not pressure the child to respond and do not ask leading questions that put words into a child's mouth;
- assure the child they can come and talk to you when they need to, and listen carefully to a child when he/she does;

- promptly advise the person nominated by your organisation of your concerns;
- seek expert advice, or make a report by ringing the Department of Communities, Child Safety and Disability Services or the Queensland Police Service.

Educators shall report such information or suspicions of harm in a confidential manner to the Coordinator or an executive member of the Management Committee.

The Coordinator or executive member of Management Committee shall take the required action following a disclosure or suspicion of harm:

- ensure that the disclosure/suspicion of harm is documented by the Educator involved as soon as possible;
- report to the Department of Communities, Child Safety and Disability Services, Queensland Police Services and/or the Office for Early Childhood Education and Care to formally lodge the disclosure using the appropriate reporting mechanisms;
- if appropriate, and upon the seeking of professional advice, the Service may arrange a meeting with the family to discuss the nature of the disclosure or allegation. Such a meeting may include the involvement of appropriate support persons.

The Department of Communities, Child Safety and Disability Services may be contacted by any member of staff to obtain professional advice in regard to reporting the disclosure.

The Educator receiving the disclosure may be required to speak with the Queensland Police Services as part of their investigations. Under section 22 of the *Child Protection Act 1999*, a person who reports suspected child abuse is protected from civil or criminal legal actions and is not considered to have broken any code of conduct or ethics.

| <b>Date of Development/review</b> | <b>Date Ratified</b> | <b>Date to be Reviewed</b> |
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## **Flowchart for Reporting**

### **RECEIVING A DISCLOSURE**

Remain calm and find a private place to talk

Explain why you can't keep it a secret

Only ask enough questions to confirm the need to report the matter

Do not attempt to conduct your own investigation



### **DOCUMENTING A DISCLOSURE**

Complete an incident report form and include:

Time, date and place of the disclosure

'Word for word' what happened and what was said, including anything you said and any actions that have been taken

Date of report and signature



### **FOLLOWING A DISCLOSURE**

Support and counselling will be offered to all parties involved.

The policies and procedures for handling disclosures or suspicions of harm are to be reviewed.



### **REPORTING A DISCLOSURE**

Department of Communities (Child Safety Services) – 1300 682 254  
Queensland Police Service (Carina Police Station – 3055 9000)



## 2.11 Including Children with Special/Additional Needs

The Service recognises that additional support may be required when including children with special needs into the program. These procedures will support the successful inclusion of children with special/additional needs through implementing practices which are conducive to a supportive environment to children, families and Educators.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Disability Discrimination Act 1999;*
- *Inclusion and Professional Support Program Guidelines (2009-2012);*
- *NQS Area: 1.1, 1.2; 2.1.1, 2.1.2; 2.2; 2.3.1, 2.3.2; 3.1.3, 3.2; 4.1; 4.2.1; 5.1; 5.2; 6.1; 6.2; 6.3; 7.1.1, 7.1.2; 7.2.1, 7.2.3; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*

### Procedures

The family shall be required to provide relevant information upon enrolment about their child/ren which pertains to the child's special/additional need. This shall be in the format of appropriate questions on the enrolment form and interview procedure.

The Service shall follow through with an equal opportunity enrolment process for all children. This will involve collecting appropriate information about children which may impact on their ability to participate in the program.

The Service shall have the right to request any information in regard to the child/ren's needs so far as it may impact on their ability to participate in the program and be appropriately cared for within the Service.

Parent permission shall be requested should the Service wish to make contact with the Inclusion Support Agency. This shall be in the format as required by the ISA.

The Service shall contact the Inclusion Support Agency (ISA) to obtain advice and information about the inclusion process as required.

The processes outlined in the Inclusion and Professional Support Program Guidelines shall be followed to establish a Service support plan. This may involve professional support from the ISA.

The Service shall appropriately assess their capacity to include the child within the Service through conducting a risk management process if necessary.

The Service shall maintain the right to make a decision regarding the suitable placement of children with special needs in the Service based on the information, support and advice available.

Appropriate training and support shall be provided for all Educators to ensure continuity of care and commitment to inclusion.

| Date<br>Development/review<br>of | Date Ratified | Date to be<br>Reviewed |
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| 17 Sept 2012                     | Pre 2013      | 15/6/2016              |
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## 2.12 Managing Duty of Care – Non-attending Children

The Service recognises that on the rare occasion, children not enrolled into the OSHC Service or attending the OSHC Service may seek assistance from the OSHC Educators or Management. For whatever reason the children seek assistance from the OSHC to ensure their safety and wellbeing, the OSHC employees shall at all times be required to observe both their duty of care and statutory obligations to the best of their knowledge and capacity.

This policy is recommended as guidance in making appropriate decision which is in the best interests of preserving the safety and well-being of all children.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Duty of Care;*
- *NQS Area: 2.3.2, 2.3.3; 6.1.3; 6.3.2; 7.3.2, 7.3.5.*

### Procedures

The Service shall endeavour to establish a mutually beneficial relationship with the school to ensure that the duty of care is upheld by all parties involved. To this extent the Service will:

- follow school procedure by sending children to the office if they are not enrolled into OSHC;
- communicate with the office by telephone or in person that the child has been referred to the office for collection by parents or guardians.

If the office is unattended the Coordinator shall observe the following procedure when observing their duty of care for children who are not currently enrolled in the OSHC Service:

- make reasonable attempts to call parents or authorised persons (including the School Principal or Administration) known to the child;
- ensure the children are safe and secure but not participating in the licensed activities of the Service;
- call the police for support when a reasonable time has passed without any notification.

| <b>Date Development/review of</b> | <b>Date Ratified</b> | <b>Date to be Reviewed</b> |
|-----------------------------------|----------------------|----------------------------|
| 17 Sept 2012                      | Pre 2013             | 15 June 2016               |
| 23/8/16                           | 20/2/17              | 1/10/17                    |

## 2.13 Use of Photographic and Video Images of Children

The Service acknowledges the privacy of families and encourages the appropriate use of photographic and video images of children attending the Service to support and promote their involvement in relevant programs and activities. Parent permission is obtained prior to any photographs/videos of children being taken or displayed.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Commission for Children, Young People and Child Guardian Act 2000;*
- *NQS Area: 1.1.4; 4.2.1; 5.2.3; 6.1.1, 6.1.2; 6.2.1; 7.1.2; 7.3.1, 7.3.2, 7.3.5.*

### Procedures

Parents shall be required to authorise permission for such images of their children to be taken and used by the Service on relevant enrolment forms and documentation.

Such permission shall explicitly include local community and in-service activities and events.

Employees of the Service shall only be permitted to photograph children using equipment owned solely by the OSHC Service or school (if shared equipment).

Processing of photographs shall be conducted at professional photographic laboratories or within the Service using the printing equipment available.

To protect the privacy of families, children with their own electronic devices (e.g., mobile phone, DSI, etc.) will be encouraged not to photograph or video other children or Educators with their own electronic devices.

| <b>Date Development/review of</b> | <b>Date Ratified</b> | <b>Date to be Reviewed</b> |
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| 17 Sept 2012                      | Pre 2013             | 15 June 2016               |
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## 2.14 Bookings and Cancellations

The Service Management seeks to implement processes to ensure that the OSHC Service operates efficiently and effectively and that future planning considerations for the Service are met through maintaining appropriate records and procedures for children's bookings and cancellations. This will ensure future needs of the Service can be assessed through the maintenance of appropriate waiting lists and or availability of places.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Australian Government Department of Education Children's Services Handbook;
- NQS Area: 4.1; 6.1.1, 6.1.3; 7.3.1, 7.3.2, 7.3.4, 7.3.5;
- Policies: 2.3 -Educator Ratios, 2.4 - Arrivals and Departures of Children, 3.5 - Excursions, 9.2 - Enrolment, 9.3 - Communication with Families, 10.4 - Fees.

### Procedures

#### Before and After School Care

When bookings are made by authorised parties for children to attend the Service, it shall be required that:

- the priority of access requirements are followed;
- a completed enrolment form is received for that child prior to their attendance at the Service;
- parents/guardians are made aware of the Service Policies and Procedures and have been provided with appropriate information in respect of the booking processes.

All staff shall be trained in the taking and management of bookings and these shall be recorded on appropriate forms and lists.

A permanent booking shall be defined by a regular pattern of attendance throughout each term on one or more occasions per week.

All fees associated with permanent/casual bookings, should the child not attend care due to illness or for any other reason, shall be required to be paid in full if not cancelled by 6pm the working day prior to the session. CCB will apply in accordance with allowable and approved absence provisions.

Casual bookings shall only be available to families where the Service has approved places available.

During the Vacation Care period permanent bookings become void.

The Service shall comply with reporting of booking requirements as prescribed by the Australian Government Department of Education through the Child Care Services Handbook.

Bookings are required by all families who seek to use the Service on a permanent or casual basis.

At the end of each calendar (school) year, the Service will manage permanent bookings for before and after school care in the following way:

- at the end of each school year, all permanent bookings for before and after school care are cleared and become vacancies. Families will be required to complete a new booking form with notification of booked days for the coming school year;

Please note: All families may be requested to update their enrolment information at the beginning of a new school year or throughout the year if there are any changes. Any vacancies that arise become subject to the priority of access policy in determining a place to fill that vacancy.

Changes to bookings and/or cancellations will only be taken:

- from a parent/authorised persons;
- verbally by phone, in writing or by email;
- if a message is received via the child, the parent/guardian will be contacted to confirm the change of arrangement;
- cancellation of bookings for before and/or after school care must be made by 6pm the working day prior to the session starting or a fee, equal to the fee for that session will be charged.

If the child's booking hasn't been cancelled and the Service makes attempts to locate the child, a non-cancellation fee may be charged in addition to the prescribed fee for that session.

### **Vacation Care**

In addition to the above, vacation care and pupil free day bookings shall:

- be completed on an appropriate booking form distributed with the program;
- cancellation of bookings for vacation care/pupil free days (excluding Excursion days) must be made by 6pm the working day prior to the session starting or a fee, equal to the fee for that session will be charged;
- bookings for excursion days must be made by the excursion cutoff date before the event, if not the casual fee will be charged;
- cancellation of the excursion day must be cancelled by the excursion cutoff date or a fee, equal to the fee for that session will be charged and the full excursion cost.

### **Absences from Child Care**

Cancellations that attract the prescribed fee for that session will be counted towards the family's initial 42 absence days for the current financial year, as per the current Child Care Service Handbook.

Absence days can be taken for any reason (provided the day being reported as an absence is a day on which care would have otherwise been provided). Absences cannot be recorded for a child before the child has begun care or after a child has left care.

### **Additional Absences**

Absence days taken for the following reasons, after the initial 42 absence days have been used, are called 'additional absence days'.

- illness (with a medical certificate);
- non-immunisation (with written evidence);
- rostered days off/rotating shift work (with written evidence);
- temporary closure of a school or pupil-free days;
- periods of local emergency;
- shared care arrangements due to a court order, parenting plan or parenting order (with copy of documentation);
- attendance at preschool (specific conditions apply);
- exceptional circumstances.

There is no limit on the number of these days for which CCB may be paid as long as:

- they are taken for the reasons specified above, and;
- supporting documentation (where required) is provided, and;
- they are days on which care would otherwise have been provided.

#### **Permanent Cancellation of Care**

- Families are required to cancel their permanent booking by 6pm the working day prior to the session starting or a fee, equal to the fee for that session will be charged.

Regardless of the notice period given, if the family has advised that the child will leave the service on a particular day, but that child does not attend their last session(s) of care, the family are not eligible for CCB and the Service is entitled to charge full fees for that session. The only exception is where the child was still expected to attend the Service even though notice has been given, and the day is able to be claimed as an additional absence by the family (e.g. in case of illness). CCB may only be claimed as per the additional absence guidelines which requires documentation to be provided by the family. Initial 42 days absences may not be claimed for these days.

Outstanding balances of the family account will be managed in accordance with the Fees Policy 10.4 of the Service.

| <b>Date<br/>Development/review</b> | <b>of</b> | <b>Date Ratified</b> | <b>Date to be<br/>Reviewed</b> |
|------------------------------------|-----------|----------------------|--------------------------------|
| 17 Sept 2012                       |           | Pre 2013             | 15 Dec 2015                    |
| 23/8/2016                          |           | 20/2/17              | 1/10/17                        |

## 2.15 Children's Property and Belongings

The Service acknowledges that children will bring to the Service or carry with them certain items of personal belongings. This policy details the types of belongings that children may bring with them on a regular basis and the level of responsibility associated with bringing those belongings by various stakeholders.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Duty of Care;*
- *NQS Area: 1.1.5; 1.1.6; 1.2.1; 2.3.2; 2.3.4; 5.1.1; 6.1.1;*
- *Policies: 2.1 - Respect for Children, 2.9 - Inclusion and Anti-bias, 2.17 – Children Accessing the Internet, 2.18 – Cyber-bullying, 2.19 – Children's Media Viewing, 3.5 - Excursions, 9.2 - Enrolment, 9.3 - Communication with Families, 9.5 – Complaints Handling, 10.12 Information Technology.*

### Procedures

The family shall be responsible for providing the child with appropriate belongings and property required for active participation in the Service. Such property may include (but is not limited to):

- enclosed footwear;
- clothing;
- wide brimmed or legionnaires hats;
- bags, lunch boxes and water bottles.

All personal property and belongings shall be clearly named or labelled.

The Service shall inform the family through relevant newsletters and publications such as the Family Handbook of appropriate personal belongings required at the Service.

The Service shall not take responsibility for any of the children's personal property or belongings, but will endeavour to:

- actively encourage children to care for their belongings;
- remind children appropriately when belongings need to be placed in storage e.g. Lunch box into bag;
- provide suitable storage to keep safe (at parent/family or child request) any item of personal belonging which is either special, expensive or at risk of being damaged;
- ensure that participation in Service activities and experiences does not willfully damage belongings;
- provide protective equipment such as painting smocks for relevant activities.

Throughout special program times i.e. vacation care or pupil free days, the children may (on occasion) be able to bring with them personal belongings other than day to day necessities e.g. games and toys. This shall be done solely at the discretion and responsibility of the family. No

responsibility shall be taken whatsoever for any items brought to the Service which become lost or damaged as a result.

Families and children will be encouraged not to bring mobile devices such as iPads, game consoles and mobile phones to the Service. Educators are not available to monitor usage of children's personal mobile devices with access to internet and/or social media while at the Service. If a child is required to bring a mobile device to the Service they will be required to sign it in to Educators to be stored in the office and out when they depart the Service.

The Service shall provide appropriate storage for lost property which shall be available to children and families at all times.

Any grievances or concerns relating to lost, damaged or stolen property of the children shall be documented and followed up, in accordance with the grievance and complaints procedure.

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| 17 Sept 2012                      | Pre 2013             | 17 Nov 2015                |
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## 2.16 Promoting Protective Behaviours

The Service considers its role in the protection of children of utmost importance and therefore takes a proactive approach in supporting families and children through promoting protective behaviours to ensure children's ongoing safety, wellbeing and protection.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Commission for Children and Young People and Child Guardian Act 2000;*
- *Commission for Children and Young People Amendment Regulation (No 1) 2006;*
- *Duty of Care;*
- *NQS Area: 2.3.1; 2.3.2; 2.3.4; 4.2.1; 5.1.1; 5.1.3; 5.2.2; 5.2.3; 6.1.2; 6.2.1; 6.2.2; 6.3.1; 7.3.5;*
- *Policies: 2.1 – Respect for Children, 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.10 – Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm, 3.3 – Educator Practices, 9.3 – Communication with Families, 9.6 – Parent and Community Participation.*



## Procedures

Educators and staff are committed to providing an environment that encourages children's personal safety and promotes the well being of all children at all times.

Educators and staff support children's personal safety through:

- reinforcing protective behaviour strategies such as:
  - 'We all have the right to feel safe all of the time'; and
  - 'Nothing is so awful that we can't talk to someone about it';
- encouraging children to interact and/or physically touch other children in a safe and non-threatening way;
- building on children's problem solving, reasoning and communication skills (e.g. brainstorming safe strategies for unsafe situations).

Educators and staff actively encourage children's personal safety behaviours in all sorts of situations including:

- outside in the sun;
- using the road while walking or riding;
- being cautious and aware of strangers ;
- who to go to for help if lost or feeling uncomfortable about an event or person.

Educators and staff collaborate with families to ensure children's learning about personal safety is culturally appropriate.

The Service liaises with school administration to ensure awareness of personal safety programs provided within the school setting. These events are communicated to educators to prepare them for children's questions and/or comments.

The Coordinator liaises with management and families to develop and implement strategies for providing opportunities for personal safety programs for children to be included as part of the service program.

Reference: *Protective Behaviours Consultancy Group of New South Wales Inc. (2007 3rd edition). The Protective Behaviours Program. Using PB with Kids . New South Wales, Australia: The Protective Behaviours Consultancy Group of NSW Inc .*

| <b>Date of Development/review</b> | <b>Date Ratified</b> | <b>Date to be Reviewed</b> |
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| 17 Sept 2012<br>23/8/16           | Pre 2013<br>20/2/17  | 16 Nov 2015<br>1/10/17     |

## 2.17 Children Accessing the Internet (internet currently not available at the Service)

The Service acknowledges that children may access the internet for educational and/or recreational purposes during the operational hours of the program. Therefore the Service takes a proactive approach to educating children on safe and secure internet usage. This policy aims to establish guidelines on access to the internet and/or online social networking, with the aim of protecting children from risk of harm.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Commission for Children and Young People and Child Guardian Act 2000;*
- *Child Protection Act 1999 and Child Protection Regulations 2000;*
- *'My Time, Our Place' Framework for School Age Care;*
- *Duty of Care;*
- *NQS Area: 1.1.1, 1.1.6; 2.3.1, 2.3.2, 2.3.4; 3.2.2; 4.2.1; 5.1.3, 5.2.2, 5.2.3; 6.1.1, 6.3.2; 7.3.5;*
- *Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.8 – Anti-Bullying, 2.15 – Children's Property and Belongings, 2.18 – Cyber-bullying 3.1 – Educational Program Planning, 6.2 – Provision of Resources and Equipment, 9.3 – Communication with Families, 10.12 – Information technology.*

### Procedures

#### Definitions

'Internet': refers to the world wide web of computer systems that facilitates the transmission and exchange of data. Information search engines and web browsers include, but are not limited to, Google, Firefox and Internet Explorer.

'Social Networking Media': refers to any online tools or functions that allow people to communicate or share information via the internet. This includes, but is not limited to, applications such as Facebook, YouTube and Twitter.

'Mobile device': refers to devices that have non-Wi-Fi internet access such as iPads, tablets, iPods, and mobile phones

#### Service Responsibilities

The Service will ensure that all service computers and mobile devices with internet access are fitted with adequate security and filtering software to prevent access to inappropriate information and web sites. This includes wireless access.

Software will be installed by technically skilled persons with a record of the time and date of installation maintained. Software should be regularly updated and reviewed for efficacy.

The Service will ensure all Educators are provided with training and support in managing instances of inappropriate use of the internet by children in accordance with relevant aspects of the Service's behaviour support guidelines.

In collaboration with the children, the Service will develop and implement guidelines for accessing the computers/mobile devices and their internet usage whilst in attendance at the Service. This may include the development of 'user agreements', in collaboration with children and families.

The Service may make available to children and families relevant information about protecting children online and may include such material in Service newsletters or other correspondence to children and families. (See the reference list for a variety of resources where suitable and relevant information may be accessed).

The Service will have clear guidelines on the use of children's personal belongings, including mobile devices.

### **Educator Responsibilities**

Educators will ensure their own practices role model appropriate safety measures when researching information, either individually or with the children.

Educators will ensure children are only able to access the internet at the Service through authorised computers and/or mobile devices that have appropriate security and filtering software installed.

Educators will encourage children's safe use of the internet through strategies including, but not limited to:

- monitoring what children are looking at/for when accessing the internet;
- monitoring who children are chatting to/interacting with while accessing the internet;
- regular conversations with children about using the internet safely.

### **Family Responsibilities**

To read through the Services 'user agreement' with your child and ensure they have an understanding of the guidelines. (Appendix 2)

Be aware of your child's access to data on devices, whether securely connected through the service or accessible on their own device.

### **References**

- Australian Government. (n.d.). *Protect your children*. Retrieved from Stay Smart Online: [www.staysmartonline.gov.au/home\\_users/protect\\_your\\_children](http://www.staysmartonline.gov.au/home_users/protect_your_children)
- Dept of Education, Training and Employment. (2013). *Cybersafety and Cyberbullying - A guide for parents and caregivers*. Retrieved from [www.education.qld.gov.au](http://www.education.qld.gov.au)
- Queensland Children's Activities Network. (2013, August). Children and Cyber Safety. *Intouch Magazine*.



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## 2.18 Cyber-bullying

The Service acknowledges it has a responsibility and duty of care to ensure that the rights of employees, volunteers, children and families to be physically, emotionally and psychologically safe whilst participating in on-line/internet activities associated with the Service, are protected. This responsibility may extend beyond Service on-line/internet activities, where such inappropriate behaviour, impacting harmfully upon employees, volunteers, children and families, becomes known.

This policy aims to articulate the rights and responsibilities of employees, volunteers, children and families associated with the Service with regards to cyber-bullying.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Commission for Children and Young People and Child Guardian Act 2000;*
- *Child Protection Act 1999 and Child Protection Regulations 2000;*
- *Work Health and Safety Act 2011;*
- *Duty of Care;*
- *NQS Area: 1.1.5, 1.1.6; 2.3.1, 2.3.2, 2.3.4; 4.2.1; 5.1.3; 5.2.2, 5.2.3; 6.1.3; 6.3.2; 7.3.5;*
- *Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.8 – Anti-Bullying, 2.15 – Children's Property and Belongings, 2.16 – Promoting Protective Behaviours, 3.1 – Educational Program Planning, 6.2 – Provision of Resources and Equipment, 9.3 – Communication with Families, 10.9 – Risk Management and Compliance, 10.12 – Information and Technology.*

## Procedures

### Definitions

'ICT': information and communication technology.

'Cyber-bullying': involves the use of information and communication technologies to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others.

Cyber-bullying might occur over the Internet, in instant messaging (IM), chat rooms, social networking sites, blogs, gaming sites, over the phone by SMS or MMS, by email or via other technologies.

While cyber-bullying is similar to real life bullying, it also differs in the following ways:

- it is invasive, can occur 24/7 with a person being targeted at home, work or anywhere;
- it can involve harmful material being widely and rapidly disseminated to a large audience. For example, rumours and images can be posted on public forums or sent to many people at the 'press of a button';
- it can provide the bully with a sense of anonymity and distance from the victim so there is a lack of immediate feedback or consequences.

'E-crime': occurs when a computer or other electronic communication device (e.g. mobile phone) is used to commit an offence, is targeted in an offence, or acts as a storage device to an offence.

### **Service Responsibilities**

The Service will ensure families are aware of the cyber-safety practices encouraged at any time employees, volunteers, children or families are accessing ICT equipment or devices at the service.

The Service Coordinator, will ensure all information posted to electronic media (e.g. internet web pages, news groups, web-based forums, Facebook) conforms to acceptable standards of respectable on-line behaviour. This may include ensuring that private information is not accessible on publicly available websites and that images posted don't include any identifying images of the children without prior written permission from their parent/guardian.

The Service will ensure all educators are provided with training and support in managing instances of cyber-bullying when children are accessing ICT equipment and devices.

Strategies and guidelines will be developed, in collaboration with the children, for using the ICT equipment and devices respectfully whilst in attendance at the Service. This may include the development of 'user agreements', in collaboration with Educators, children and families.

The Service will have clear guidelines on the use of children's personal mobile devices, should they be permitted at the Service.

In consultation with Management, if there is suspicion that an e-crime has been committed; the Coordinator will report it to the police. Where there is further reasonable suspicion that evidence of a crime, such as an assault, is contained on a mobile phone or other electronic device, the device will be confiscated and handed to the investigating police officer. The electronic device should not be tampered with.

The Service may also be required to complete a 'Notification of Serious Incident' form and forward it to the Regulatory Authority.

### **Educator Responsibilities**

Educators will ensure their own practices role model appropriate safety measures when researching information, either individually or with the children.

Educators will ensure children are only able to access the internet at the Service through authorised computers and/or mobile devices that have been fitted with appropriate security and filtering software.

Educators will encourage children to follow Service guidelines and strategies for dealing with instances of cyber-bullying, as detailed in the OSHC Online Safety Agreement (no current internet access at the Service).

Educators will encourage children's safe use of the internet, through implementing the following cyber-safe practices whilst participating in Service related activities:

- never posting personal information such as address or telephone number online;
- never posting photos of themselves (such as 'selfies') online;
- not responding to any messages that are mean or in any way make them feel uncomfortable;
- not sending any messages that may be mean or make another person feel uncomfortable;
- never agreeing to meet any person they have met online;
- never giving their internet user name or passwords to another person (even best friends);
- checking with an Educator before downloading or installing any software or games;
- informing an Educator if they access information that makes them feel uncomfortable;

### Family Responsibilities

To read through the Services 'user agreement' with your child and ensure they have an understanding of the guidelines. (Appendix 2 )

Informing the Service Coordinator of any concerns you may have in regards to cyber-safety and your child, whether it is happening at the Service or not.

Be aware of your child's access to data on devices, whether securely connected through the service or accessible on their own device.

Encouraging your child to share information, including social networking sites (Facebook) with you as a 'friend' to monitor their safety online.

### References

- Dept of Education, Training and Employment. (2013). *Cybersafety and Cyberbullying - A guide for parents and caregivers*. Retrieved from [www.education.qld.gov.au](http://www.education.qld.gov.au)
- South Australian Government. (2009). *Cyber Safety - Keeping Children Safe in a Connected World*. Retrieved from Department of Education and Childrens Services: <http://www.decd.sa.gov.au/docs/documents/1/CyberSafetyKeepingChildre.pdf>

| Date of Development/review | Date Ratified | Date to be Reviewed |
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## 2.19 Children's Media Viewing

The Service recognises and acknowledges that technology and media viewing form part of a varied and balanced program, relevant to the needs and interest of children attending OSHC. Therefore this policy aims to establish guidelines for children's media viewing while at OSHC.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Commission for Children and Young People and Child Guardian Act 2000;*
- *Child Protection Act 1999 and Child Protection Regulations 2000;*
- *Copyright Act 1968;*
- *'My Time, Our Place' Framework for School Age Care in Australia;*
- *Duty of Care;*
- *NQS Area: ;*
- *Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.15 – Children's Property and Belongings, 3.1 – Educational Program Planning, 6.2 – Provision of Equipment and Resources, 9.3 – Communication with Families.*

### Procedures

#### Definitions

'Media': refers to the communication channels through which news, entertainment, data or promotional messages are disseminated. Media includes every broadcasting medium such as newspapers, magazines, TV, radio, billboards, direct mail, telephone, fax and internet. 'Media' also includes data storage material recorded on disks, tapes, CD's, DVD's and SD cards.

'Copyright' is the legal right granted to an author, composer, playwright, publisher, or distributor to exclusive publication, production, sale, or distribution of a literary, musical, dramatic, or artistic work.

#### Service Responsibilities

To ensure compliance with the relevant Copyright Laws, the Service will ensure they hold current licences for:

- the 'public' viewing of films, DVDs, videos and television; and
- the 'public' performance, broadcast or communication of music

The Service will ensure that children's media viewing is incorporated as part of a varied and balanced program designed to enhance children's learning and experiences while at OSHC.

The Service will collaborate with families and children in setting guidelines for media viewing within the program. Strategies implemented may include designated times for media and/or technology viewing.

The Service will ensure that all material viewed by children as part of the educational program is age appropriate and consistent with the Australian Film and Literature Classifications:

- (G) - the content is **very mild** in impact and is for general viewing. However, some G-classified films or computer games may contain content that is not of interest to children; or
- (PG) – the content is **mild** in impact however, films and computer games may contain content that a parent or caregiver might need to explain to younger children as it may be confusing or upsetting to them.

Through the family enrolment process, written permission will be sought from parents/guardians relating to the classification of media viewing material accessible to their child/ren whilst in care at the Service.

### Educator Responsibilities

Educators will ensure that all material viewed by children, whether provided as part of the service program or bought from a child's home, is age appropriate and consistent with the Australian Film and Literature Classifications (G) or (PG).

Educators will encourage children to only bring videos, DVDs, games or music that are suitable for OSHC.

### Family Responsibilities

Parents/guardians will ensure that all videos, DVDs, games or music bought to the Service by their children are consistent with the Australian Film and Literature Classifications (G) or (PG).

### References

- APRA/AMCOR. (2013). Retrieved from <http://www.apra-amcos.com.au/MusicConsumers/Findalicensetosuityourneeds.aspx>
- Australian Copyright Council. (2012, February). *Films, DVDs, Videos &TV; Screening in Public*. Retrieved from Australian Copy: <http://www.copywright.org.au>
- National Childcare Accreditation Council (NCAC). (2009, June). *Using television in child care*. Retrieved from Australian Children's Education and Care Quality Authority: <http://ncac.acecqa.gov.au/educator-resources/pcf-articles/using TV in child care Jun09.pdf>
- Raising Children Network. (2012, February). *Screen Time and Children*. Retrieved from Raising Children Network - the Australian Parenting Website: <http://raisingchildren.net.au/articles/screen time.html>

| Date of Development/review | Date Ratified | Date to be Reviewed |
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| 23/8/16                    | 20/2/17       | 1/10/17             |



## 2.20 Supervision of Children

The Service acknowledges that the safety of children is paramount and therefore takes a proactive approach, through the implementation of specific policies and procedures, to ensure the adequate and appropriate supervision of children whilst enrolled and attending the Service program.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act 2010 and Regulations 2011;*
- *Family and Child Commission Act 2014;*
- *Child Protection Act 1999 and Regulations 2000;*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011;*
- *Duty of Care;*
- *NQS Area:1.1.5, 1.1.6;2.3;4.1; 4.2.1; 5.1.1, 5.2; 6.3.3; 7.1.2, 7.3.5;*
- *Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children From Harm, 2.3 – Educator Ratios, 2.4 – Arrivals and Departures of Children, 2.6 – Behaviour Support and Management, 2.8 – Anti-bullying, 2.11 – Including Children with Special/Additional Needs, 2.12 – Managing Duty of Care – Non-Attending Children, 2.17 – Children Accessing the Internet, 2.18 – Cyber-bullying, 2.19 – Children's Media Viewing, 3.3 – Educator Practices, 3.4 – Homework, 3.5 - Excursions, 3.6 – Transport for Excursions, 3.7 – Physical Activity, 3.8 – Extra-Curricular Activities, 3.11 – Escorting Children, 3.13 – Water Activities and Safety, 4.9 – Children's Toileting, 6.4 – Shared Facilities, 7.2 – Drills and Evacuations, 7.3 – Harassment and Lockdown, 8.1 – Role and Expectations of Educators, 8.4 – Educator Professional Development and Learning, 8.5 – Volunteers, 8.8 - Employee Performance Monitoring, Review and Management, 9.3 - Communication with Families, 10.9 – Risk Management and Compliance,*

### Procedures

#### Definition

'Supervision of children': Knowing and accounting for, the activity and whereabouts of each child in care and the proximity of Educators to children at all times to ensure the immediate intervention of Educators to safeguard a child from risk of harm.

Supervision is provided by OSHC Educators during the Service operating hours and once children are signed in to the program. If children are signed out of the program and remain on the premises, the parent/guardian is responsible for them however, if the child is observed displaying inappropriate behaviour an educator may still apply the Service behaviour management guidelines.

Supervision of children by OSHC Educators is not provided in the OSHC carpark. Children are to stay within the Service approved area to wait for arriving parents/guardians.

The Service adheres to the educator ratios as prescribed in the *Education and Care Services National Law Act 2010 and Regulations 2011*, ensuring that Educators counted in the educator/ratios are directly working with children.

To ensure the safety and wellbeing of children and Educators, there will be at least two Educators at all times on the premises whilst children are in care, one of who will be a delegated responsible person for the Service (unless the Service is operating under Policy 10.24 – Single Educator on Duty).

The Service is committed to ensuring children are supervised at all times, therefore when planning activities and the necessary supervision requirements, the Coordinator/responsible person in charge will ensure consideration is given to the design and arrangement of the indoor and outdoor environment to ensure it supports active supervision by Educators.

The number of supervising Educators for activities will be determined through the completion of a risk assessment and will be based on:

- the type of activity (e.g. excursion, swimming); and
- the age and capabilities of the children undertaking the activity; and
- the area the activity will be conducted; and
- the age and skill of Educators supervising.

Personal mobile phones are not permitted to be used by Educators when supervising children, without prior arrangement with the Coordinator.

All children will be actively supervised whilst accessing the toilet facilities. Children will be required to inform an Educator when they need to access the toilet. Educators shall use appropriate communication methods to monitor children accessing the toilets.

The Coordinator/responsible person in charge will ensure that Educators receive regular instruction in effective supervision techniques including:

- Scanning – regularly looking around the whole area to observe all the children in the vicinity;
- Positioning – physically positioning themselves in order to observe the maximum area possible;
- Listening – will assist in supervising areas where children may be playing in corners, behind trees or play equipment;
- Being 'with it' – ensuring they are aware of the children in their area as well as the children's skills and capabilities in interacting with others;

Educators will be required to do regular head counts and use Educator communication methods when supervising activities outside or away from the OSHC indoor area.

The Coordinator will be made aware of children involved in behaviour incidents who may require further support, consistent with the Service's Behaviour Support and Management Policy 2.6.

Children will be directed to a quiet area and supervised by the Coordinator (or other Educator) until such time as they are ready to re-join the activity.

To ensure effective supervision of all children participating in their area/activity, Educators will be:

- given guidance and instruction when setting up the environment and/or activities;
- instructed on the use of various staff communication methods (e.g. use of walkie talkie);
- aware of the procedures for children accessing the toilet;
- made aware of children's individual health and or medical needs and any relevant emergency management plans;
- made aware of any identified hazards and/or risks to children and the control measures in place;
- made aware of the children in care, the group dynamics and behaviour strategies that may be useful;
- made aware of any children in care with special/additional needs.

Risk assessments will be developed for activities, excursions and incursions which specifically identify the number of supervising educators required for the relevant activity. All risk assessments must be read and signed off by educators to acknowledge their understanding of supervisory requirements.

For all water and/or swimming excursions, Educators may be placed both in and out of the water to allow for effective supervision of children in the water.

Educators under eighteen years of age who are supervising children will be fully supervised by a qualified Educator who is eighteen years or over.

During excursions, Educators will supervise children, ensuring Educator/child ratios are maintained at all times. This includes in toilets and change rooms. If there is no male Educator available to supervise the boy's toilets, female Educators must satisfy themselves that it is safe for the child/ren to access the toilets and will remain outside the toilet area until all child/ren have returned.

During excursions, children will not be left in the sole care and custody of bus drivers or any other persons; educator ratios for the Service will continue to apply during excursions.

## References

Queensland Children's Activities Network. (2013). *PANOSH Fact sheet #3 - Adequate supervision*. Retrieved from PANOSH - Physical Activity Outside School Hours: [www.panosh.com.au](http://www.panosh.com.au)

| <b>Date of Development/review</b> | <b>Date Ratified</b> | <b>Date to be Reviewed</b> |
|-----------------------------------|----------------------|----------------------------|
| 23/8/16                           | 20/2/17              | 1/10/17                    |

## 2.21 Children's Transition to OSHC

The Service recognizes and acknowledges the importance of ensuring children have a smooth transition into the school age care setting. Through this policy, the service aims to identify and address the support structures and activities required to assist families and children of all ages in making this transition.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Family and Child Commission Act 2014;*
- *Child Protection Act 1999 and Regulations 2000;*
- *Duty of Care;*
- *NQS Area: 1.1.2, 1.1.3, 1.1.5, 1.1.6,; 2.1.1; 3.1.3, 3.2.1; 5.1, 5.2; 6.1, 6.2, 6.3; 7.2.1, 7.3.5;*
- *Policies: 2.1 – Respect for Children, 2.4 – Arrivals and Departures of Children, 2.6 – Behaviour Support and Management, 2.11 – Including Children with Special/Additional Needs, 2.14 – Bookings and Cancellations, 3.1 – Educational Program Planning, 4.6 – Medication, 4.8 – Sun Safety, 4.10 – Anaphylaxis, 4.15 – Asthma, 4.17 – Children with Medical Conditions, 5.2 – Food and Nutrition, 9.1 – Access, 9.2 – Enrolment, 9.3 – Communication with Families, 9.5 – Complaints Handling, 10.18 – Court Orders and the Release of Children in Care.*

### Procedures

The Service will endeavour to establish links with the school and wider child care community in order to build relationships with prospective families and children.

As part of the Service enrolment process, the parent/guardian will be required to provide relevant information which will enable Educators to properly care for their child. This shall be in the format of appropriate questions on the enrolment form and include (but not limited to) information such as:

- full name and preferred name, if relevant;
- any health care needs, allergies or other relevant medical conditions;
- any special physical, emotional, dietary, religious, cultural or other needs or considerations relating to the child; and

- the child's likes, dislikes or phobias.

As part of the enrolment process, an enrolment pack will be provided to families. The enrolment pack includes the Service's family handbook, children's handbook, Educator information and Policies and Procedures that are relevant and important for families.

The Service shall have the right to request any information in regard to the child/ren's needs so far as it may impact on their ability to participate in the program and be appropriately cared for within the Service.

Through the Service enrolment process, parents/guardians may be requested to attend a short interview with the coordinator as well as being encouraged to visit the Service with their child during operating hours to:

- meet the Coordinator and Educators of the Service;
- tour the approved areas of the Service including both indoor and outdoor areas;
- view the Service routines such as breakfast or afternoon tea;
- observe children involved in activities.

During the child's first attendance at the Service, Educators will:

- respectfully acknowledge each child and their parent/guardian on arrival, ensuring they feel welcome;
- introduce them to other Educators and children;
- familiarise them with the Service routines such as meal times and hand washing;
- clearly explain the Service rules and behaviour expectations; and
- facilitate the child's involvement in group experiences to support them in forming new friendships.

Children starting OSHC who are in prep, will be escorted to the classroom after before school care and picked up from the classroom for after school care by an Educator. Educators will support children to follow classroom expectations and teacher routines (e.g. bag/lunchbox storage, handing in homework, etc).

The Service will support new families by ensuring that any issues or concerns involving their child's commencement at OSHC are discussed in a friendly, respectful and timely manner.

Educators will endeavour to develop responsive and respectful relationships with new children through regular and genuine interactions and conversations. Educators will talk to children about their interests and seek their suggestions for activities they would like to be involved in.

To support children's smooth transition to OSHC, Educators will ensure that children can access quiet places to rest, to be alone or to interact calmly with other children and Educators.

| Date of Development/review | Date Ratified | Date to be Reviewed |
|----------------------------|---------------|---------------------|
| 15/9/16                    | 20/2/17       | 1/10/17             |

## 2.22 Departures of Children with Self-Care Arrangements

The Service recognizes that families may permit their children to travel home or to another activity on their own or with an older sibling. Under the written instruction of the family, the Service will apply the following procedure to such circumstances.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Family and Child Commission Act 2014;*
- *Child Protection Act 1999 and Regulations 2000;*
- *Australian Government Department of Education Children's Services Handbook;*
- *Duty of Care ;*
- *NQS Area: 2.3.2; 6.2.1; 7.3.2;*
- *Policies; 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.4–Arrivals and Departures of Children, 9.2 – Enrolment, 9.3 – Communication with Families.*

### Procedures

The Service will apply the following procedure for children who are permitted to leave the premises by way of written instruction from their legal parent/guardian either on their own or with a sibling:

- the Service will require that the parent provide the following information along with the consent to depart notification:
  - The date/s and times of departure;
  - The child's destination;
  - Expected length of journey to destination (time and distance);
  - Mode of transport i.e. on foot or bicycle;
  - Name and date of birth of older sibling collecting the child (if applicable);

- the child will be signed out by an Educator upon leaving the premises;
- the parent will be notified (by phone or email) that the child has left the premises;
- the parent will be asked to phone the Service once they have been notified that their child has arrived safely at home or at their next activity;
- the Service will provide families with information (by way of fact sheet) regarding children, siblings and self-care arrangements and ask that families use this information as a basis for determining the capacity of their child/ren to be left in self-care arrangements;
- the Service acknowledges that families may use their discretion in determining the capacity of their own children to enter into self-care arrangements.

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## 2.23 Interactions with Children

The Service encourages all Educators to build positive relationships with children that make them feel safe and supported in the Service. The Service encourages interactions with children to be authentic and responsive, be based on fairness, acceptance and empathy and respectful of the child's culture, rights and community. Educators will encourage positive relationships and interactions between children and their peers as well as with Educators, volunteers and other staff at the Service.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *NQS Area:1.1.5; 4.2.1; 5.1; 5.2; 7.3.5;*
- *Policies; 2.1 – Respect for Children, 2.6 – Behaviour Support and Management, 2.8– Anti-Bullying, 2.9 – Inclusion and Anti-bias, 2.11 – Including Children with Special/Additional Needs, 3.3 – Educators Practice, 8.1 – Role and Expectations of Educators, 8.4 – Educator Professional Development and Learning, 8.9 – Employee Code of Conduct, 8.15 – Children of Employees.*

## Procedures

A positive atmosphere and the wellbeing of children attending the Service is promoted through attentive and nurturing care and quality interactions between Educators and children.

Children's emotional development and social relationships are supported and enhanced by Educators through conversation, discussion and promotion of children's language and communication.

The Coordinator shall:

- guide Educator professional development and practice to promote interactions with children that are positive and respectful; and
- establish practice guidelines that ensure interactions with children are given priority and those interactions are authentic, just and respect difference.

Educators, volunteers and other staff will:

- respond sensitively and appropriately to children's efforts to communicate, initiate interactions and conversations;
- encourage children to initiate conversations about their experiences, express their ideas and feelings, share humour and seek assistance as they take on new challenges;
- organise routines, as well as planned and spontaneous experiences, to maximize opportunities for meaningful conversations between children and Educators as well as ensuring children have equal opportunity to engage in one to one and small group conversations with Educators;
- participate in children's play using children's cues to guide their level and type of involvement while always maintaining a positive approach when responding to children and offering assistance;
- collaborate with children about routines, activities and experiences, encouraging children to make choices and decisions;
- ensure meal times are relaxed and unhurried with opportunities for Educators to sit and talk with children;
- use techniques such as sign/body language and other resources/tools to support children with special/additional needs to communicate effectively;
- encourage children to participate in enjoyable interactions with their peers, respond positively to other's ideas, negotiate roles and relationships, contribute to shared play and develop friendships;
- acknowledge children's complex relationships and sensitively intervene in ways that promote consideration, alternative perspectives and social inclusion;
- listen attentively and give full attention to children as they engage in interactions and conversation;
- use their interactions with children to support the maintenance of home languages and learning English as a second language;

### **Supporting Children through Difficult Situations**

A child's reaction to a stressful or traumatic situation will depend on factors such as their age, stage of development and impact of the event on individuals around them. A child may react in ways that you don't expect and may act normally at first however, Educators must be wary of delayed reactions.

Educators will help and support the child to cope with such situations through:



- talking to the child about what happened in a way that they will understand and without going into frightening or graphic detail;
- reassuring the child they are safe (but only if they really are);
- ensuring the child doesn't jump to conclusions as some children may think they are to blame in a tragic event;
- talking about the event with appropriate individuals (for example, all children if the event has affected the whole Service or the children that have been affected) and letting everyone have their say, including the children;
- talking to the children about how individuals react to stressful or traumatic situations and that the feelings they have are normal.

Should it be required, the Service will liaise with appropriate authorities (such as the Department of Communities, Child Safety and Disability Services) and follow any recommendations made by such authorities.

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## 2.24 Children's Participation and Decision Making

The Service has a commitment to ensuring that children are able to develop a sense of agency through making and influencing decisions that may affect their world. This will be undertaken through children's meetings, surveys, suggestion box, newsletters, noticeboard or general conversations.

The Service respects the UN Convention on the Rights of the Child, encouraging children, staff and families to be collaborators and shared decision makers in the program at our Service. We believe that children who are capable of forming views should be given due weight in accordance with their age and maturity and that children have the right to freedom of expression through any media of their choice.

It is essential that all Educators, Management and other stakeholders who make decisions have a clear understanding of the views and wishes of the children in order to effectively inform the decision making process..

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act 2010 and Regulations 2011;*

- Anti-Discrimination Act 1991 (QLD);
- UN Convention on the rights of the Child;
- NQS Area: 1.1.1, 1.1.2, 1.1.5, 1.1.6; 1.2.2; 3.3; 5.1.1; 5.2.1, 5.2.3;
- Policies: 2.1 – Respect for Children, 2.11 – Including children with Special/Additional Needs, 2.19 – Children's Media Viewing, 2.23 – Interactions with Children, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 3.4 – Homework, 3.5 – Excursions, 3.7 – Physical Activity, 3.9 – Creative and Expressive Arts, 3.13 – Water Activities and Safety, 3.15 – Cooking with Children, 4.7 – Keeping of animals, 5.6 – Menu Development, 8.1 – Role and Expectations of Educators, 8.9 – Employee Code of Conduct, 9.3 – Communication with Families, 10.8 – Information Handling (Privacy and Confidentiality).

## Procedures

Involving children in the decision-making process of the service contributes to the outcomes for children as articulated in the 'My Time, Our Place' Learning Framework for School Age Care in Australia.

### The Service will:

- ensure Children are consulted about the environment and program in which they participate;
- ensure different communication strategies of children, such as body movement, gaze, facial expression, the manipulation of objects and talk or conversation are used to support child-initiated activities and programs;
- ensure children participate in decision making processes;
- record and document children's drawings, conversations, and ideas, maintaining them in the children's meeting book. Educators or other children shall act as a scribe for what children say, making notes for further follow up;
- ensure children's views are actively sought and discussed with their responses and perspectives planned into the program with respect and authenticity.

### Educators will:

- ensure child-initiated, shared decision making happens across all aspects of the Service;
- empower children to access and learn from their own life experiences as well as those of their peers and adults around them;
- be active listeners, observers, scribes and sounding boards for children;
- respect the age and stage of the children during decision making. Educators may use different levels of participation as appropriate:
  - child initiated, shared decision making with adults;
  - child initiated and directed – adults provide a supportive role;
  - adult initiated shared decision making with children.

- consult children about how their input will be used and advised of the outcomes of the decisions made;
- ensure children have a voice in their level of participation including:
  - areas of interest they would like to explore;
  - where and how they would like to play, with others, or alone;
  - what they would like to use;
  - the adults with whom they feel comfortable and secure;
  - when and what they would like to eat;
  - how they prefer to sleep or rest;
  - whether they need to use the toilet or hand washing facilities.

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## 2.25 Statement of Intent for Children's Play

The Service acknowledges and recognizes the importance of play for children's physical development and emotional wellbeing as well as the benefits of allowing children of all ages and abilities to have challenging play opportunities in a variety of environments. The Service understands and accepts that children will often be exposed to play environments which, whilst well-managed, carry a degree of risk and sometimes potential danger and will work proactively with all stakeholders to minimize those risks.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act 2010 and Regulations 2011;*
- *United Nations Convention on the Rights of the Child;*
- *'My Time, Our Place' Framework for School Age Care in Australia;*
- *NQS Area: 1.1.1, 1.1.2, 1.1.5, 1.1.6; 1.2.2; 2.2.2; 2.3.1; 3.1.1, 3.1.3; 3.2.1, 3.2.2; 4.1.1; 4.2.1; 5.1; 5.2; 7.1.2, 7.1.4; 7.2.1; 7.3.1, 7.3.5;*
- *Policies: 2.1 – Respect for Children, 2.3 – Educator Ratios 2.6 – Behaviour Support and Management, 2.9 – Inclusion and Anti-bias, 2.11 – Including children with Special/Additional Needs, 2.13 – Use of Photographic and Video Images of Children, 2.24 – Children's Participation and Decision Making, 3.1 – Educational Program Planning, 3.2 – Program and Documentation Evaluation, 3.3 – Educators Practice, 3.7 – Physical Activity, 3.9 – Creative and Expressive Arts, 6.2 – Provision of Resources and Equipment, 8.1 – Role and Expectations of Educators, 8.2 – Educational Leader.*

## Procedures

### Definition

'Play is a freely chosen, personally directed, intrinsically motivated behavior, normally associated with recreational pleasure and enjoyment''

'Play is often interpreted as frivolous; yet the player can be intently focused on their objective, particularly when play is structured and goal-oriented. Accordingly, play can range from relaxed, free-spirited and spontaneous through frivolous to planned or even compulsive. Not only does play promote and aid in physical development, such as hand-eye coordination, but it also aids in cognitive development and social skills.

### Service Responsibilities

The Service will ensure there are a variety of play spaces, inside and outside where children can play, either in groups or alone.

The Service program will be designed and facilitated to ensure children are able to move freely between relevant play spaces, both inside and outside.

Equipment, resources and materials that can be used for a variety of purposes will be provided to encourage children to guide their own play.

Activities offered as part of the Service program will be carefully considered in relation to the risk benefit for children with opportunities for play planned to develop children's risk awareness.

The Coordinator will ensure a comprehensive risk assessment is conducted prior to any high risk activities being undertaken. All Educators involved in such activities will read and sign the risk assessments and be briefed on their responsibilities prior to the activity.

### Educator Responsibilities

Educators will ensure that materials, resources and equipment are set up in such a way as to create an environment which will stimulate children's play and maximize their opportunities for a wide range of play experiences.

Educators will design and develop the program in order to ensure children have opportunity to be involved in a variety of types of play including socio-dramatic, creative, exploratory, imaginative, physical and rough and tumble.

Educators will ensure children are playing in an approved area of the Service with supervision suitable for the type of activity, the age and developmental stage of the children participating.

When planning play opportunities for children, Educators will:

- be thoughtful and deliberate in their planning ensuring the interests, needs and abilities of the children are known and catered for;
- empower children to make decisions about their play and leisure-time experiences;
- ensure all children have equal opportunity for inclusion in play;

- provide opportunities for both indoor and outdoor play experiences, and that will include both 'built' and 'natural' elements;
- provide resources that are accessible, varied, age and ability appropriate, culturally diverse, open-ended and sufficient in number;
- collaborate with the children and be open to change and spontaneity;
- encourage children to make decisions and to take responsibility for their own needs;
- empower children to be creative and seek out possibilities and solutions;
- encourage children to try and experience new things and experiences;
- Play with the children picking up on cues, seizing 'teachable' moments and ways to scaffold children's learning.

Observation and assessment of children's learning is facilitated through educator evaluations of children's play to the outcomes of 'My Time, Our Place', which are:

- Children have a strong sense of identity;
- Children are Connected with and Contribute to their World;
- Children have a Strong Sense of Wellbeing;
- Children are Confident and Involved Learners;
- Children are Effective Communicators;

Educators will use positive communication such as body language, praise and encouragement to assist children in developing the necessary skills and capabilities in managing risky play situations and new experiences.

## References

Unicef. (n.d.). *Convention on the Rights of the Child*. Retrieved from Unicef:  
<http://www.unicef.org.au/Upload/UNICEF/Media/Our%20work/childfriendlycrc.pdf>  
Wikipedia. (2015, September 20). *Wikipedia*. Retrieved from Play (Activity):  
[https://en.wikipedia.org/wiki/Play\\_\(activity\)](https://en.wikipedia.org/wiki/Play_(activity))

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## POLICY GROUP THREE: Program

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### 3.1 Educational Program Planning

Using an approved learning framework, the Educational Leader, in consultation and collaboration with educators, children and families plans, designs and provides programs, catering to the children's age, developmental needs, skills, interests and abilities through a variety of challenging and recreational activities. In providing opportunities for children, the Service recognises the importance of play, relationships, collaborative decision making and respect for diversity.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *'My Time, Our Place' Framework for School Age Care;*
- *NQS Area: 1.1.1, 1.1.2, 1.1.3, 1.1.5, 1.1.6; 1.2; 2.1.2, 2.1.3; 2.2; 3.1.1, 3.1.3; 3.2; 3.3; 4.1.1; 5.1.2, 5.1.3; 5.2.1, 5.2.3; 6.1.2, 6.1.3; 6.2.1; 6.3.2, 6.3.3, 6.3.4; 7.1.2, 7.1.4, 7.2.1, 7.2.3.*

### Procedures

A suitably qualified and experienced Educator will be identified as the Educational Leader for the Service (as per Policy 8.2 – Educational Leader).

The Educational Leader is responsible to have a written program plan prepared for each aspect of the Service. This program plan will be on display for everyone's information.

The Educational Leader shall direct and monitor staff in the planning, development and implementation of programs and experiences for the children consistent with this Policy and, in particular, which:

- demonstrate that the five learning outcomes provide a focus for the activities and experiences planned for individuals and groups of children;
- takes a holistic view of children's learning, focusing on their physical, personal, social, emotional and spiritual wellbeing;
- are built around routines, i.e. arrival, hand washing, eating etc;
- includes a variety of activities and experiences that promote effective hygiene practices, good nutrition and healthy lifestyles;
- includes activities which would normally be a part of the life of children during hours outside of school (this is particularly relevant during Vacation Care where excursions become an important part of the program);
- demonstrates flexibility in program delivery by incorporating children's ideas, culture and interests to ensure the experiences are relevant and engaging;
- promotes the children's sense of belonging, connectedness and wellbeing by taking an interest in the individual needs, interests, diversity, views and abilities of the children;

- provide a variety of indoor and outdoor experiences, open ended resources, natural elements and materials suited to the age, developmental ranges and diversity of all children attending the Service;
- provide appropriate opportunities for children as individuals and small groups to follow and extend their interests;
- provide appropriate opportunities for children to participate in physical play, accepting and acknowledging each child's level of participation according to their abilities and interest;
- provide appropriate opportunities for children to express themselves through creative and imaginative play, including elements of music, dance, drama, etc;
- provide appropriate opportunities for children to develop a range of life skills such as establishing and maintaining meaningful relationships, working collaboratively with others and self-regulating their own behaviour;
- takes account of necessary modification and enhancements identified through the Program and Documentation Evaluation Policy (see Policy 3.2), as well as spontaneous child-initiated opportunities and moments of intentionality when required;
- provides appropriate opportunities for children to broaden their understanding of the world in which they live by reflecting the broad multicultural and multilingual nature of the local community and demonstrating a positive approach towards diversity and Australia's Aboriginal and Torres Strait Islander heritage;
- encourages and provides appropriate opportunities for families to participate in shared decision making and give feedback about the program and their child's learning;
- the principle of equal opportunity will be applied in this Service's program. Children, regardless of gender, cultural, racial, religious or other background, will be encouraged to participate in a wide range of activities.

The Educational Leader is responsible, in consultation with Educators, to continually recreate and adapt the indoor and outdoor environments to:

- meet the needs and interests of all children, including their need for rest or sleep;
- facilitate the inclusion of children with special needs;
- respond to the developing abilities and interests of all children;
- ensure that all children in a multi-age group have positive experiences.

Children are encouraged to participate in decision making, with their ideas and opinions listened to and if possible, acted upon. This facilitates children sharing ideas and questioning what happens at their Service.

Where possible, the program allows and encourages children to complete projects they have commenced over a number of sessions.

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## 3.2 Program and Documentation Evaluation

In order to ensure the Service programs are effective in delivering the objectives and learning outcomes as reflected in these policies and procedures, the Service regularly reflects on, and evaluates, the structure, process and content of its programs.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *'My Time, Our Place' Framework for School Age Care;*
- *NQS Area: 1; 2.1.1, 2.1.2, 2.1.3; 2.2; 2.3.1; 3; 4.2.1, 4.2.2; 5.1.3; 5.2.1; 6.1; 6.2.1; 6.3.2, 6.3.3, 6.3.4; 7.1.2; 7.2.1, 7.2.3; 7.3.1, 7.3.5.*

### Procedures

Educators will regularly seek feedback and information from families in relation to their child/ren and their participation in the programs delivered by the Service. This information may be gained through face to face conversations, surveys and/or newsletters.

Through regular team meetings, the Co-ordinator, Educators and other staff will draw on the diverse knowledge, views and experiences of each other when reviewing the experiences planned for children to ensure that all children have opportunity to achieve the learning outcomes.

Educators will be required to critically reflect on and evaluate activities, both planned and spontaneous, by using various methods including (but not limited to) learning stories, to ensure experiences provided meet the identified learning outcomes for the children involved. Critical reflection involves closely examining all aspects of events and experiences from different perspectives.

Children's learning experiences and activities are documented in a variety of ways to assist with ongoing reflection, evaluation and assessment of their strengths, interests, behaviours and relationships. Learning stories will be collated and displayed for families and children through newsletter, online learning profiles, and displays in the indoor spaces.

Children's comments, suggestions and feedback are recorded in the children's suggestion forms/ meeting book, which are reviewed at regular team meetings for activities and experiences that could be implemented into the program.

Families are invited at parent information sessions and through the Family Handbook to contact the Co-ordinator/Educational Leader at any time with any comments, complaints or suggestions relating to the programs provided by the Service.

The Co-ordinator will, on a regular basis at team meetings:

- seek verbal comments from Educators in respect to the effectiveness of the programs delivered by the Service to ensure that the Service philosophy and goals is guiding the program and are achieved;



- discuss with Educators the ways in which the program could be modified or enhanced as a result of any feedback or experience encountered in the delivery of the program. Written minutes will be taken at these meetings.

The Educational Leader will, on a weekly basis and taking into account the reflections of educators, evaluate the Service's planned and spontaneous activities to ensure the identified goals and learning outcomes were achieved. These evaluations will assist with further programming of activities in collaboration with all Educators and children.

The Co-ordinator and Educators will, through an ongoing process of self evaluation, monitor, evaluate and review the program delivery in line with the National Quality Standards and to ensure they fulfill these policies and procedures and any other relevant obligations of the Service.

Taking into account all feedback received through these procedures, the Co-ordinator will regularly report to the Management Committee on the evaluation of the effectiveness of the Service programs and the ways in which they have been modified or enhanced as a result.

In seeking feedback from parents or Educators, the Co-ordinator will treat all complaints relating to program respectfully in accordance with the Complaints Handling Policy (see Policy 9.5) and, where necessary, will take appropriate steps to seek to address genuine complaints quickly and effectively.

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### 3.3 Educators Practice

The Service is committed to providing quality outcomes for children through ensuring that Educators practices reflect the Services philosophy and goals and quality principles as outlined in the 'My Time, Our Place' Framework for School Age Care. The Service applies professional standards to guide educator's practices and decision making within the Service and provides opportunities for Educators to acquire the skills and knowledge to enable them to fulfill their role.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *'My Time, Our Place' Framework for School Age Care;*
- *NQS Area: 1; 2; 3; 4; 5; 6.1.1, 6.1.2; 6.2.1; 6.3.1, 6.3.2, 6.3.4; 7.1.2, 7.1.4; 7.2.1, 7.2.2; 7.3.2, 7.3.4, 7.3.5.*

## Procedures

The Service will strive to ensure that Educators practices:

- foster children's self esteem and confidence by allowing them to investigate, imagine and explore ideas as well as experiencing pride and confidence in their achievements;
- empower children to make choices, guide their own play and extend their interests with enthusiasm, energy and commitment, through supporting them to understand, self-regulate and manage their own emotions in a way that reflects the feeling and needs of others;
- promote children's sense of belonging, connectedness and wellbeing through consistently positive and genuinely warm and nurturing interactions;
- support children's communication through engaging them in a range of methods from sustained conversations about their ideas and experiences to providing opportunities for music, books etc;
- respect the diversity of families within the community and allow opportunities for children to broaden their understanding of the world in which they live through the investigation of histories, cultures, languages and traditions;
- demonstrate flexibility in program delivery, incorporating children's ideas, culture and interest to ensure experiences are relevant and engaging as well as being creative in the use of equipment and materials to stimulate children's interest and curiosity;
- support children to explore different identities and points of view through play and everyday experiences, acknowledge each child's uniqueness and are aware of, and responsive to, children who may require additional assistance to participate;
- allow and assist children to document their learning experiences using various methods such as photographs, learning stories and/or art and craft displays;
- reflect on planning and implementation of activities in relation to the 'My Time, Our Place' Framework for School Age Care and their knowledge of the children's current learning and development through regular completion of activity observations and/or learning stories;
- support all aspects of children's health, ensuring that their individual health and wellbeing requirements are met and supporting them to learn about healthy food, drink and lifestyle choices;
- demonstrate a commitment to children's health and safety through role modelling hygiene and sun safe practices, complying with Service policies and procedures relating to the environment and/or equipment and supporting children to negotiate play spaces to ensure the safety and wellbeing of themselves and others;
- support a balance of indoor, outdoor, planned and spontaneous physical activities and passive experiences for children by encouraging participation in new and/or unfamiliar activities and accepting the children's level of involvement according to their skill and ability;
- demonstrate a commitment to ensuring children are protected through compliance with Service policies and procedures relating to the safety and/or collection of children in the care of the Service;
- demonstrate a commitment to regularly review and update knowledge and/or skills and practices in line with current professional standards and/or guidelines through the development and implementation of a professional development plan, in conjunction with the Service Co-ordinator and in line with identified Service needs;

- support other Educators to achieve the goals as outlined in the Service philosophy and goals by sharing expertise, modelling best practice, providing feedback and leading discussions at regular team meetings;
- support families through creating an inclusive and welcoming environment where sharing of information about their child is encouraged, concerns are responded to in a prompt and courteous manner, suggestions and/or ideas for improvement are acknowledged and additional support agencies are accessed if required;
- support and encourage families and children's involvement in their local and wider community, through participation in appropriate projects and/or events and engaging children in sustainable practices within the Service.

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### 3.4 Homework

To support families and children, the Service will endeavour to provide adequate time, quiet space and supervision to enable children to do their homework as necessary; with the express understanding that time in school age care may be the optimal opportunity for homework completion.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- NQS Area: 1.1.1, 1.1.3, 1.1.5, 1.1.6; 2.3.1; 3.1.1, 3.1.3; 4.1.1; 5.1.2, 5.1.3, 5.2.1, 5.2.3; 6.2.1; 6.3.2, 7.3.5;

### Procedures

The Co-ordinator may create and keep a homework list with the names of children who are to do homework each day.

Children doing homework will be supervised in a quiet environment, away from the other children if possible.

Educators may assist children with projects and homework to the extent possible, taking into consideration supervision and duty of care issues in relation to the other children in care.

Educators will not be responsible for monitoring and signing off on homework.

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### 3.5 Excursions

This Service will include excursions as a valuable part of its overall program. Excursions will provide enjoyment, stimulation, challenge, new experiences and a meeting point between the Service and the wider community. Maximum safety precautions will be maintained and parent permission will be obtained before a child is taken on an excursion.

#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *'My Time, Our Place' Framework for School Age Care;*
- *Duty of Care;*
- *NQS Area: 1.1; 1.2; 2.1.1, 2.1.2; 2.3.1, 2.3.2, 2.3.3; 4.1; 6.1.2; 7.1.1, 7.1.2, 7.2.1, 7.3.1, 7.3.2, 7.3.5.*

#### Procedures

Children's age, interests and abilities will be taken into consideration when planning excursions.

Comments and suggestions from children and families will also be taken into account.

When planning excursions, venue and transport costs will be considered, to ensure that excursions are financially accessible.

Alternative arrangements will be planned in case of changed weather conditions.

When planning an excursion, the Co-ordinator will ensure a risk assessment is conducted including strategies and procedures for managing children while undertaking such activities. Strategies could include the involvement of qualified educators and supervision management plans.

Limited bookings impacting viability may result in the excursion being cancelled. The Bookings and Cancellations Policy (see policy 2.14) will apply to all excursions.

#### Prior to excursion

The Co-ordinator or nominated person will contact by phone or visit the excursion venue and perform a risk assessment. As per the National Regulations, the risk assessment must consider:-

- the proposed route and destination for the excursion;
- any water hazards and/or risks associated with water-based activities;
- the transport to and from the proposed destination for the excursion;
- the number of adults and children involved in the excursion;
- given the risks posed by the excursion, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialized skills are required (e.g. life saving skills);
- the proposed activities and duration of the excursion;
- a list of items that should be taken on the excursion (e.g. mobile phone, emergency contacts).

Parent permission forms will be required to be signed by a parent/guardian prior to every excursion (see sample in Appendix 3). The permission form will contain the following information as a minimum:

- excursion date;
- destination;
- method of transport and approximate travel time;
- number of accompanying educators and/or volunteers;
- departure and return times, and;
- an expected itinerary of the activities to be undertaken.

There will be no changes to the notified itinerary except in an emergency and in particular to ensure the well-being and safety of the children.

Adequate steps will be taken when selecting transport. (See Policy 3.6 – Transport for Excursions).

All Educators attending the excursion must read and sign off on the relevant and specific excursion risk assessment/s, prior to attending on the day.

The Co-ordinator will ensure the excursion checklist (see Appendix 4) is completed prior to departing for the excursion.

### **During the Excursion**

The following items will be taken on all excursions and be readily accessible to Educators at all times:

- first aid kit and medical devices as required;
- attendance record/roll and staff roster;
- emergency contact numbers/enrolment forms;
- a telephone or access to one.

Head counts will be made at regular intervals and when moving from one area to another.

Educators will supervise children, ensuring educator/child ratios are maintained at all times. This includes toilets and change rooms.

Educators will satisfy themselves that the environment is safe for use before allowing the children access to it.

In the event of injury occurring during an excursion, procedures as set out in the Illness and Injury Policy (see Policy 4.5) will be followed.

### **After the Excursion**

Educators will complete an excursion evaluation form (see Appendix 5) and give to the Co-ordinator for review.

At the next team meeting, the excursion will be reviewed and evaluated to ensure learning outcomes were met.

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### 3.6 Transport for Excursions

Children have the right to be safe while travelling in transport provided by the Service. All vehicles used need to comply with the appropriate legislation and regulations and *Transport Operations (Road Use Management) Act, 1995*. Maximum safety precautions will be maintained and parent permission will be obtained before a child travels on any type of transport.

#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*;
- *Duty of Care*;
- *Transport Operations (Road Use Management) Act, 1995 (Qld)*;
- NQS Area: 1.1.5, 2.3.1, 2.3.2, 2.3.3; 4.1; 7.3.5.

#### Procedures

##### Selecting Transport

All vehicles used must be registered in Queensland.

Drivers are to be licensed to carry the required number of passengers for the purpose. The Service will request the transport company to provide confirmation and evidence of this fact before engaging the company for the excursion.

Educators generally will not be permitted to transport children, but if permitted in any circumstances, the requirements of paragraphs above apply in relation to that educator and the transport used.

"A" Class vehicles will not be used to transport children except in an emergency situation.

In selecting transport, the Service will ensure that a communication system is available for use in the event of emergency.

The Service will, where ever practicable and affordable, use buses fitted with seat belts or where this is not possible, ensure that suitable safety precautions are taken.

Children will not be left in the sole care and custody of bus drivers or others. Educator ratios for the Service will continue to apply during transportation (see Policy 2.3 – Educator Ratios).

Excursion Educator/child ratios will apply during transportation.

### Vehicle breakdown/accident

In the event of injury occurring during transporting to an excursion, procedures as set out in the Illness and Injury Policy (see Policy 4.5) will be followed.

While waiting for replacement transport/repairs, children will be kept safe, comfortable and occupied with suitable activities.

In the event of a late return to the Service, every effort will be made to notify parents e.g. to arrange for a notice to be displayed at the Service or to contact parents individually.

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## 3.7 Physical Activity

The Service aims to provide all children with appropriate, frequent and varied physical activity opportunities, focusing on enjoyment and participation, thereby encouraging positive physical activity habits in all children.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *'My Time, Our Place' Framework for School Age Care;*
- *Duty of Care;*
- *NQS Area: 1.1.1, 1.1.2, 1.1.5, 1.1.6; 1.2; 2.1.1; 2.2.2; 2.3.1, 2.3.2; 3.1; 3.2; 4.1; 5.1; 5.2; 6.2.1, 6.3.3; 7.1.2; 7.2.1, 7.3.5.*

### Procedures

When planning physical activity games and experiences, individual children's needs, interests, ages and capabilities will be taken into consideration

Educators will set up the indoor/outdoor area in such a way as to:

- promote safe physical play for children of different age groups and capabilities;
- stimulate children's interest and curiosity by being creative in their use of equipment and materials;
- offer a range of challenges and experiences, inviting children to explore, discover and experiment;
- facilitate the inclusion of children with special/additional needs;
- support children to create their own games and experiences.

Educators will encourage children to help plan and set up physical play activities and equipment.

Educators will encourage children to play safely while negotiating indoor and/or outdoor play spaces to ensure the safety and wellbeing of themselves and others.

Educators will encourage and provide appropriate support to children to participate in new or unfamiliar physical experiences.

Educators will act as good role models by becoming involved in and enjoying children's physical activities.

### **Amount and types of Physical Activity**

OSHC contributes to the recommended daily physical activity for children in accordance with the physical activity recommendations for 5-12 year olds as published by the Australian Government Department of Health and Ageing.

Children are actively encouraged to participate in a combination of moderate and vigorous physical activities every day, as part of play and games.

To encourage children to play outdoors, television, computer and/or game consoles will be restricted to certain times of the day.

The Service will vary activity sessions to provide opportunities for children to participate in a variety of activities that are fun, suit their interests, skills and abilities and help to build their confidence.

Educators may incorporate water-based play activities into the outdoor environment ensuring risk assessments have been conducted prior to implementation.

### **Safe and supportive environments**

Playgrounds, indoor and outdoor environments are checked regularly to ensure they are safe to use.

All physical activity sessions will be adequately supervised by an educator/s.

In adverse weather conditions, outdoor playing time is substituted with equivalent indoor activities.

Educators and children wear broad-brimmed or legionnaires hats and apply a 30+ sunscreen on exposed skin at regular intervals when involved in outdoor activities (see Policy 4.8 – Sun Safety).

During outdoor play, children will be encouraged to play in shaded areas.

Drinking water is readily available with Educators encouraging children to access it.

### **Equipment**

A wide range of safe, adequate and appropriate equipment for physical activity is available for children and, there are a variety of facilities available for children to use.

All play equipment is regularly maintained and cleaned with broken items identified and removed.

Equipment provided is flexible enough to allow children to move resources and equipment inside and/or outside to extend their learning opportunities.



### Learning about physical activity

Educators inform children about the importance of physical activity for future health and wellbeing.

Physical activity information and guidelines for parents is available at the Service.

There is allowance in the Service budget for Educators to attend training in relation to physical activity for children.

Appropriate physical activity manuals and other resources are available at the Service.

This policy was adapted from Qld Health 'Panosh' Physical activity policy for OSHC.

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## 3.8 Extra-curricular Activities

The Service recognises that extra-curricular activities provide opportunities for children to engage in enriching extension programs which support their growth and development. Where possible, the Service will work with local and wider community groups to support the provision of such activities within the legislative framework for OSHC.

The Service understands, from time to time, extra-curricular activities may be provided within or close to the school grounds and that some families may wish to access these for their children who are attending OSHC. It is therefore essential to implement practices which support the needs of children and families without compromising the capacity to provide quality care for all children attending the Service.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Duty of Care;*
- *NQS Area: 1.1.2, 1.1.3, 1.1.5; 1.2.2; 2.3.1; 4.1; 6.1.1; 6.2.1; 6.3.2; 7.3.1, 7.3.4, 7.3.5;*

## Procedures

The family shall be responsible for informing the OSHC Service of any extra-curricular activities that the child/ren may be involved in while enrolled and registered to attend the Service. This may be done by completing the extracurricular activities form (see Appendix 1)

The Co-ordinator shall discuss with the family the impact that this may have on the Service. Such discussion shall include whether the child will be signed out of care by the OSHC or the activity

provider and who shall be responsible for collecting the child and/or returning them to the Service when the activity is over.

Suitable negotiations and arrangements shall be made to decide whether or not the Service will be able to provide additional assistance to the family in having their request met if they are asking for their child/ren to be dropped off or collected from the activity (see policy 3.11 – Escorting Children).

In making an appropriate decision, the Co-ordinator shall be required to consider:

- the accessibility and availability of Educators to fulfil such functions;
- legislative implications for the Service such as maintaining ratios;
- any financial implications or impacts on the Service;
- any negative impacts on other children attending the Service who are not directly involved in the extra-curricular activity;
- manageability.

The Coordinator shall maintain the right to make an appropriate decision regarding possible arrangements.

The family shall maintain the right to appeal the decision of the Co-ordinator through the Service's grievance procedure. This should be directed to the Management Committee following procedures set out in the Service Complaints Handling Policy (see Policy 9.5).

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### 3.9 Creative and Expressive Arts

The Service recognises that by providing access to creative and expressive arts opportunities for children it encourages them to have fun, enjoyment, mastery and success. Children are encouraged to work collaboratively with Educators and other children, to initiate and contribute to experiences from their own ideas.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *'My Time, Our Place' Framework for School Age Care*
- *NQS Area: 1.1.1, 1.1.2, 1.1.4, 1.1.5, 1.1.6; 1.2.1, 1.2.2; 2.3.1, 2.3.2; 3; 4.1; 4.2.1; 6.3.3; 7.1.2, 7.2.1, 7.3.5.*
- *Policies: 3.1 – Educational Program Planning, 3.3 – Educators Practice, 6.2 – Provision of Resources and Equipment.*

## Procedures

When planning creative and expressive arts experiences, individual children's needs, interests, ages and capabilities will be taken into consideration.

Educators will encourage children to actively participate in a variety of creative and expressive experiences including art and craft, singing, dancing and imaginative play.

Educators will encourage and provide appropriate support to children to participate in new or unfamiliar creative and expressive arts experiences.

Educators will ensure the program provides a balance of planned experiences as well as those which are spontaneous and child initiated.

Educators will encourage children's efforts to extend and express themselves creatively by providing open ended resources and materials, musical instruments, dress-ups, cd's and/or a stereo.

When setting up creative and expressive arts experiences, Educators will set the area up in such a way as to:

- promote safety for children of different age groups and capabilities;
- stimulate children's interest and curiosity by being creative in their use of equipment and materials;
- offer a range of challenges and experiences, inviting children to explore, discover and experiment;
- facilitate the inclusion of children with special/additional needs;
- support children to create their own experiences.

Educators will encourage children to help plan, set up and document creative and expressive activities and experiences.

Educators will allow sufficient time and space for children to engage in sustained or extended activities based on the interest and capabilities of the children.

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### 3.10 Observational Recording

The Service acknowledges the need to document children's participation in the program to inform future program development and to ensure the needs; interests and abilities of all children are broadly considered. We acknowledge that children's participation and experiences may be documented in different ways, depending on the context of the observation.

#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *'My Time, Our Place' Framework for School Age Care;*
- *NQS Area: 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5; 1.2; 2.2.2, 2.3.4; 3.2; 3.3.1; 4.2.1, 5.2.2, 5.2.3; 6.3.2; 7.1.2; 7.2.1, 7.2.3; 7.3.1, 7.3.5.*

#### Procedures

The Service shall draw upon the 'My Time, Our Place' Framework for School Age Care in guiding practice and will use this framework as a foundation for observational recording.

The Service shall take a collaborative approach to the documenting of children's participation in the program as Educators work with children to document their experiences and learning through a variety of methods including:

- photographs;
- learning stories;
- Educator staff meeting minutes;
- program plans; and
- evaluation forms.

Educators may be required to complete observations/documentation regarding specific children's needs, particularly in relation to children with identified additional needs and/or medical concerns.

As part of the Services ongoing planning, reflection and evaluation processes, educators will be required to document various aspects of children's learning and experiences within the program to ensure the Services' identified goals are met.

The Service may from time to time require educators to document long records of observations, particularly in respect to behavior incidents or issues relating to child protection matters.

The records and observations, if appropriate, may be made available to families upon request but shall under no circumstances breach confidentiality or privacy of another child or family in the sharing of such information.

Educators shall receive appropriate training and support to develop their observational recording skills.

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### 3.11 Escorting Children

The Service seeks to maintain the health, safety and wellbeing of children and Educators by ensuring that appropriate procedures are implemented with regards to escorting children between the OSHC Service, school and/or any other designated activity/venue.

The Service also acknowledges that, from time to time, families may arrange for their child to participate in extra-curricular activities whilst enrolled at OSHC. Any arrangements for escorting to and/or collection from these activities will be in accordance with this policy.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Family and Child Guardian Act 2014;*
- *Duty of Care;*
- *NQS Area: 2.3.1, 2.3.2; 4.1; 6.1.1; 6.2.1; 7.3.1, 7.3.2, 7.3.5.;*
- *Policies: 2.3 – Educator Ratios, 3.5 – Excursions, 3.8 – Extra-curricular Activities, 9.3 – Communication with Families.*

### Procedures

The Service will seek written permission from a parent/guardian (or authorised nominee) for any activity requiring their child/ren to be escorted to/from the OSHC premises, including for the purposes of excursions (Extra-curricular permission form (Appendix 1) & Excursion Permission Form (Appendix 3).

If the excursion/outing is a regular one, written permission is only required to be obtained once in a 12 month period, unless there is significant change (i.e. building works).

Parent/guardian permission shall be obtained prior to the planned excursion or activity. Information included as part of the parent permission will include, but not be limited to:

- reason for excursion or planned activity;
- date and description of planned activity;
- method of transport and proposed travel time.

The Service shall develop a risk assessment and implement a management plan to ensure the safety and wellbeing of all children and Educators during excursions/escort periods. All Educators will need to read and sign off on risk assessments prior to excursions or escorting of children.

The Service shall maintain an appropriate ratio for excursions and/or activities where children are required to be escorted to another area.

The Service shall ensure confidential storage and maintenance of parent/guardian permission relating to excursions and/or escorting of children.

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### 3.12 Sustainability Practices

The Service is committed to ensuring policies and procedures developed as part of the program, minimize environmental impact and provide children with experiences of the natural world, helping them to understand their place in it and to take responsible action to preserve it. The Service is also committed to establishing sound environmental practices relating to all operational aspects of the Service.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Environmental Protection Act 1994, Environmental Protection Regulation 2008;*
- *NQS Area: 3.3;*
- *Policies: 3.1 – Educational Program Planning, 3.3 – Educator Practices, 6.5 – Use and Maintenance of Air Conditioning, 8.10 – Employee Orientation and Induction, 9.3 – Communication with Families, 9.3 – Communication with Community, 9.6 – Parent and Community Participation.*

### Procedures

Educators and staff are encouraged to follow sound environmental practices and understand their role in positive modelling for the children.

Educators and staff work collaboratively with the children and their community to develop and implement sustainable practices related to the Service program and routines, including (but not limited to):

- recycling food scraps;
- using recycled items in craft activities;
- recycling scrap paper for use;

- establishing a garden and using the produce in the service menu;
- collecting rainwater and using it to water the garden;
- establishing composting or worm farms for scraps;
- creating play spaces for children to interact with the natural environment; and
- undertaking regular reviews of sustainable practices within the service.

Educators will encourage children to be aware of energy efficiency, particularly in relation to the use of lighting, heating and air conditioners.

Information relating to sustainable practices will be accessed and readily available for Educators, children and families at the Service.

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### 3.13 Water Activities and Safety

The Service acknowledges that water activities are a significant part of our Queensland culture therefore we aim to provide children with experiences that are safe and fun. The Service recognises that the safety and supervision of children in and around water is of the highest priority therefore children will be closely supervised at all times during water play experiences. The scope of this policy includes swimming activities, water play, excursions near water, hot water and drinking water within the Service environment.

#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Duty of care;*
- *NQS Area: 2.3.1; 2.3.2; 4.1.1;*
- *Policies: 2.3 – Educator Ratios, 2.11 – Including Children with Special/Additional Needs, 3.1 – Educational Program Planning, 3.3 – Educator Practices, 3.5 – Excursions, 3.7 – Physical Activity, 4.8 – Sun Safety, 9.3 – Communication with Families, 10.9 – Risk Management and Compliance.*

#### Procedures

The Nominated Supervisor/ Co-ordinator will:

- provide information and guidance to Educators and families on the importance of children's safety in and around water;

- ensure work, health and safety practices incorporate approaches to safe storage of water and play;
- ensure clean drinking water is available at all times;
- conduct a comprehensive risk assessment prior to any water activities taking place. The risk assessment shall identify the Educator to child ratios required to ensure children's safety.

Educators will:

- ensure water troughs or containers for water play are filled to a safe level and emptied onto garden areas after use;
- buckets of water used for cleaning are emptied immediately after use. Buckets are not to be left in play areas or accessible to children unless they are being used as part of a program experience;
- encourage children to play in or near water safely, giving appropriate instructions and guidance.

If grey water systems and/or water tanks are located within the Service environment they will be labelled with 'do not drink' signage to ensure children are not accessing this water for drinking or hand washing.

Hot water that may be accessible to children during Service operation will be maintained at an appropriate temperature (43.5°C or less).

Water for pets at the Service must be changed regularly and only accessible to children when Educators are present.

### **Swimming Activities**

All bodies of water present a significant risk to children therefore the Service will ensure the following procedures are implemented:

- a comprehensive risk assessment of the venue and activity will be conducted to determine the required educator/child ratio. Consideration will also be given to the capacity of Educators to rescue children from water;
- families must complete a 'Swimming Ability Form' for each child attending the activity. Information gained through this form will identify children's swimming competence and assist Educators to manage their safety while in the water;
- Educators will position themselves in a way to allow them to directly and actively supervise any child accessing the water;
- at least one Educator with a current first-aid qualification and CPR qualification, anaphylaxis management and emergency asthma management training as required by the *Education and Care Services National Regulations 2011*, is in attendance and immediately available in an emergency;



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### 3.14 Valuing Diversity, Culture and Reconciliation

The Service supports, respects and actively promotes principles of diversity and equity. These principles are seen as integral to embedding culture within the Service's day to day program experiences for children. Educators, staff, children and families are encouraged to share relevant aspects of their culture with the Service enabling the Service to make informed and appropriate responses to the multiple ways of being and belonging.

#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Commission for Children and Young People and Child Guardian Act 2000;*
- *NQS Area: 1.1.2; 1.1.5; 5.1.1; 5.1.3; 5.2.3; 6.1.2; 6.2.1; 6.2.2; 6.3.1; 6.3.3; 6.3.4; 7.3.1; 7.3.5;*
- *Policies: 2.1 – Respect for Children, 2.9 – Inclusion and Anti-bias, 2.11 – Including Children with Special/Additional Needs, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 5.6 – Menu Development, 8.4 – Educator Professional Development & Learning, 9.2 – Enrolment, 9.3 – Communication with Families, 9.4 – Communication with Community, 9.6 – Parent and Community Participation.*

#### Procedures

Management, Co-ordinators, staff and Educators shall be committed to providing a Service which embraces children and their families holistically. They will be active, focused and reflective in embracing these principles and demonstrate sensitivity and respect for cultural differences.

Educators and staff support children's cultural experiences through:

- talking about culture with children;
- responding to children's curiosity about culture with thoughtful and appropriate experiences;
- encouraging children to value the multiple ways of seeing, being and belonging;
- actively challenge bias through conversations;
- demonstrate principles of equity and anti-bias through their own behaviour and interactions with others.

Educators will actively seek opportunities to develop their own knowledge and skill demonstrating their commitment to cultural competence.

Management, Coordinators and Educators will collaborate with families and explore opportunities to embed culture within the program's experiences and activities.

Management, Co-ordinators and Educators will demonstrate value and respect for Australia's Aboriginal and Torres Strait Islander cultures and collaborate on the development of a reconciliation plan which includes:

- identifying the local elders within the community;
- building a relationship with local elders and exploring ways in which these elders can share in the Service's plan for reconciliation;
- including an 'Acknowledgement to Country' in appropriate ceremonies and events;
- other aspects as seen relevant to supporting the local needs of the Service.

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### 3.15 Cooking with Children

The Service acknowledges the value of offering experiences that develop children's life skills as part of the program including food preparation and cooking experiences. The Service also recognises that children's competence and skill level with food preparation and cooking activities will vary therefore effective risk assessment and management procedures are implemented to ensure children's safety.

#### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *NQS Area: 1.1.2; 1.1.3; 1.1.5; 1.2.2; 2.1.1; 2.1.3; 2.2.1; 2.3.1; 2.3.2; 3.1.1; 3.1.3; 3.2.2; 4.1.1; 4.2.1; 5.1; 5.2.1; 6.1.2; 6.2.1; 7.3.5;*
- *Policies: 2.1 – Respect for Children, 2.3 – Educator Ratios, 2.9 – Inclusion and Anti-bias, 2.11 – Including Children with Special/Additional Needs, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 4.3 – Hygiene, 5.1 – Food Handling and Storage, 5.2 – Food and Nutrition, 5.5 – Cleaning and Sanitising, 5.6 – Menu Development, 6.1 – Space and Facilities, 6.2 – Provision of Resources and Equipment, 9.3 – Communication with Families, 9.6 – Parent and Community Participation.*

#### Procedures

Cooking experiences will be regularly provided as part of the Service program to enhance children's life skills and provide an opportunity to promote healthy eating.

The Service may require families to give written permission prior to their child participating in cooking activities that include cutting with knives and/or using hot cooking utensils and equipment.

When planning cooking experiences for the program, Educators will ensure healthy food options are considered as first preference with occasional foods being kept to a minimum.

Cooking experiences shall have a completed risk assessment conducted prior to implementing the experience. Such an assessment should consider as a minimum:

- the risk benefit analysis;
- ingredients and allergies;
- cooking utensils available;
- exposure to extreme heat;
- hygiene; and
- food preparation practices.

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## POLICY GROUP FOUR:

# Health and Wellbeing

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### 4.1 General Health and Safety

This Service strives to provide a safe, clean and healthy environment where safety and hygiene procedures are practiced at all times to promote and support the health, wellbeing and safety of children, recognising particular needs of children in this respect, and of Educators, staff members, parents and others coming to the Service.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 2.1.1, 2.1.3, 2.1.4; 2.2.1; 2.3.1, 2.3.2, 2.3.3; 3.1.1, 3.1.2; 3.2.1; 4.1; 6.1.1; 6.2.2; 6.3.3, 7.1.2; 7.3.1; 7.3.5.*

### Procedures

The enrolment procedures (see Policy 9.2) will include the requirement that parents advise any particular health issues (including medications, special dietary or other requirements) and any other specific needs of their children.

The Co-ordinator will ensure that all Educators and other staff members are aware of all such specific notified needs.

The Co-ordinator will ensure that Educators have appropriate education or training to enable them to undertake basic support of the health needs of children, including administering medications, allergic reactions, basic first aid and special dietary requirements.

The Co-ordinator must ensure that, at least one Educator with the required first aid qualifications, anaphylaxis management and emergency asthma management training as prescribed under *Education and Care Services National Regulations 2011* (Part 4.4, 136(1)), is in attendance at any place children are being care for, and immediately available in an emergency, at all times children are being cared for (i.e. children go to oval or park, then a qualified first aid person must go with them).

To ensure the environment is safe for children, the Co-ordinator will be responsible to ensure that the relevant daily safety checklists (see Appendix 6) are completed, prior to the children having access to those areas.

Educators will ensure that equipment is:

- cleaned as per the cleaning checklist;
- used safely by the children, and;

- is used for its correct purpose.

Risk assessments will be conducted for high risk activities and/or events including excursions.

Educators will actively supervise children within their area.

Educators will ensure that they, and the children, have applied a SPF30+ sun screen and wear a broad brimmed or legionnaires hats prior to outdoor play. Timing of outdoor activities will be guided by the Sun Safety Policy (see Policy 4.8), specifically the UV rating for the day.

Educators will ensure that all food handling and storage procedures are followed to prevent the risk of contamination.

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## 4.2 Infectious Diseases

The Service strives to remove immediate and/or serious risks to the health of the children, from possible cross-infections, by adopting appropriate procedures for dealing with infectious diseases\*, while respecting the rights of individual privacy. Accordingly, all people, including children, Educators and parents, with infectious diseases will be excluded from attending the Service to prevent the diseases spreading to others.

\* When **infectious disease** is referred to in these policies and procedures, it means communicable diseases and notifiable diseases (see Commonwealth Department of Health at [www.health.gov.au](http://www.health.gov.au))

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Duty of Care;*
- *National Health and Medical Research Council 'Staying Healthy in Childcare' 4<sup>th</sup> edition;*
- *NQS Area: 2.1.3, 2.1.4; 4.2.1; 6.1.3; 7.3.1, 7.3.2, 7.3.5;*
- *Policies: 4.1 – General Health and Safety, 4.3 – Hygiene, 4.4 – Preventative Health and Wellbeing, 4.14 – Infectious Disease Response Strategy, 8.16 – Employee Immunisation, 9.2 – Enrolment.*

## Procedures

### Monitoring

The Service will subscribe to available alert Services through the Commonwealth Government Department of Health and Ageing (see [www.health.gov.au](http://www.health.gov.au)) and Queensland Health

([www.health.qld.gov.au](http://www.health.qld.gov.au)) to keep up to date information on infectious diseases within the community.

The NHMRC resource 'Staying Healthy in Childcare' will be referred to when making any decisions in regards to communicable diseases and/or exclusion periods. Fact sheets may also be accessed through the Queensland Health website <http://access.health.qld.gov.au/hid/>

### **Reporting**

It is the responsibility of parents/guardians to inform the Co-ordinator of any infectious disease that their child, or other immediate family members may be suffering.

Parents/guardians will be advised through the enrolment procedures and the Family Handbook that children who are ill are not to be brought to the Service.

It is the responsibility of Educators to inform the Co-ordinator of any infectious disease that the staff member, or their other immediate family members, may be suffering.

This Service is responsible for reporting to the State Health Authorities all notifiable diseases (as per requirements of the Commonwealth Government Department of Health) and also to report this to parents of other children in this Service as appropriate, but having regard to the privacy of individuals concerned.

The Coordinator will notify the Management Committee in writing when report of notification has been made to the Department of Health.

Records in regard to infectious disease will be maintained by the Co-ordinator. These records will include the child's name, age, symptoms, date and time when educators first noticed the illness and any action taken. This record will not be available to other parents/guardians in view of the sensitive nature of a child's health information (see Policy 10.8 – Information Handling (Privacy and Confidentiality)).

A notice will be posted and attention drawn to it when there has been a report of an infectious disease at the Service.

The rights of individual privacy will be respected at all times, and in particular the Privacy Policy of the Service (see Policy 10.8 – Information Handling (Privacy and Confidentiality)) will be observed by all staff implementing these procedures relating to infectious diseases.

### **Exclusion**

All people, including children and Educators, who are suffering from any infectious diseases need to be excluded from the Service to prevent others from being introduced to the infection. When any such person is found to be showing signs of any infectious disease:-

- for children, their parents/guardians will be asked to immediately collect their child and seek medical advice;
- for Educators and staff, they will immediately be released from work in order to seek immediate medical attention and for the period of the infectious disease;
- for parents or other adults, they will be required to leave the premises of the Service immediately and not re-enter the premises until they are no longer suffering from the infectious disease;

For diseases which are from time to time published as requiring a doctor's certificate clearing the child/Educator, the doctor's certificate will be required before the child/Educator is re-admitted to the Service. Information can be obtained from the Department of Health at [www.health.gov.au](http://www.health.gov.au) and the National Health and Medical Research Council at [www.nhmrc.gov.au](http://www.nhmrc.gov.au).

## IMMUNISATION

Children must meet the Australian Federal Governments immunisation requirements.

## NON IMMUNISATION

Children and Educators will be excluded from the Service if there is an outbreak of an infectious disease against which they have not been immunised. The period of exclusion will be in accordance with the National Health and Medical Research Council's recommendations ([www.nhmrc.gov.au](http://www.nhmrc.gov.au)).

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## 4.3 Hygiene

For the ongoing and general health and safety of the children, the Service strives to ensure, for its children and Educators, a standard of general hygiene which complies, as a minimum, with legal requirements and, as far as reasonably possible, with the standards expected in the wider community.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Duty of Care;*
- *Work Health and Safety Act 2011;*
- *NQS Area: 2.1.3, 2.1.4; 2.2.1; 4.2.1; 7.1.2, 7.3.5.*

## Procedures

### Use of gloves

When preparing food, or cleaning disposable gloves may be worn and if having contact with bodily fluids (e.g. blood, mucus, vomit, urine, faeces, etc), disposable gloves will be worn.

Used gloves are to be carefully disposed of, immediately after use, in such a way that they would reasonably be expected to be secure from children or others.

Educators are responsible to advise the Co-ordinator (or other responsible staff member) to ensure that there is an adequate store of disposable gloves available at all times.

## Hand Hygiene

The best way to prevent the transmission of disease is through effective hand hygiene, which removes both dirt and germs from the hands. This can be done with soap and running water, or by using a hand rub.

Educators will wash their hands, and ensure that children wash their hands, thoroughly with soap and water:

- before handling, preparing and;
- eating of food;
- prior to and after giving First Aid;
- after toileting, handling of animals or other activities which could lead to the spread of infection;
- after contact with/cleaning of body fluids (blood, mucus, vomit, urine, faeces etc).

## Hand Rubs

Hand rubs do not replace soap and running water however, they are effective in certain situations, such as when soap and running water are not available.

Children with visible dirt, grease or food on their hands should be encouraged to clean their hands with soap and water, rather than use a hand rub.

Hand rubs should be non-alcoholic.

Noticeable signs/posters will be placed around the Service to alert children to the need for effective hand hygiene.

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## 4.4 Preventative Health and Wellbeing

For the ongoing and general health and safety of the children, the Service strives to ensure, for its children and Educators, a standard of general preventative health and wellbeing which complies, as a minimum, with legal requirements and, as far as reasonably possible, with the standards expected in the wider community.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Work Health and Safety Act 2011 and Regulations 2011;*
- *Duty of Care;*



- NQS Area: 2.1.2, 2.1.3, 2.1.4; 3.1.2; 7.1.2; 7.3.5;
- Policies: 4.1 – General Health and Safety, 4.12 – Non Smoking, 4.13 –First Aid Waste Management, 4.14 – Infectious Diseases Response Strategy, 5.1 – Food Handling and Storage, 5.5 – Cleaning and Sanitising, 6.3 – Workplace Health and Safety.

## **Procedures**

### **Sun Safety**

Children and Educators will wear broad brimmed or legionnaire hats and appropriate clothing when outside and have adequate shade provided by trees, shelter sheds or shade cloth.

Educators will encourage children, including by way of modeling behaviour, to avoid excessive exposure to the sun. This will be reflected in the timing of outdoor activities which will be kept to a minimum during the hours of 10.00am and 3.00pm, and guided by the UV index for the day.

Educators will encourage children, including by modeling behaviour, to apply a suitable sunscreen (at least SPF30+), which is reapplied according to the manufacturer's recommendations.

### **Ear Care**

Children will be encouraged to consider their own ear health through discussions with Educators on issues relating to their ears such as cleaning, noise, water and infections.

A Queensland Health initiative, The Deadly Ears Program aims to reduce the rates of chronic ear disease among Aboriginal and Torres Strait Islander children in regional, rural and remote communities across Queensland through consultation with local communities and the promotion of health initiatives for families.

### **Dental Health**

The Service will ensure parents/guardians and children are provided with appropriate, consistent and up to-date information on the development and maintenance of good oral health by:

- providing appropriate pamphlets on dental health and hygiene in the parent sign in area;
- providing water at routine meal times and encouraging swishing of mouth with water after eating;
- encouraging fruit and vegetable consumption;
- accessing dental health and hygiene services/programs to utilize within the service program;
- regularly informing parents/guardians about the Service's procedure in relation to dental care through newsletters, verbal communication and face-to-face meetings.

The Coordinator will ensure that meals/snacks provided by the Service are planned to ensure they do not encourage dental decay.

The Service will encourage parents/guardians to provide healthy, nutritious food for their child in order to minimize the risk of sweet and sticky foods being eaten by children attending OSHC.

### **Service Environment**

A quiet area will be provided where children can be quiet and away from other children.

'No smoking' at or about the Service is a condition of entry for all people, including Educators, parents and others entering the premises. No Smoking signs will be placed around the Service.

Reminder notices and signs, for Educators and children, will be placed around the Service to remind all of the need to maintain a clean and healthy environment.

### **Cleanliness**

Educators will ensure that premises used for the Service and all toys, dress-up clothes, paint shirts and other materials and resources are kept clean.

Tables, benches, floor surfaces and toilets will be cleaned thoroughly each day.

The refrigerator will be cleaned once a week.

Cupboards will be kept in a hygienic state to protect against any vermin outbreak. The premises will be annually treated for the control of pests.

Educators will ensure that all tissues are disposed of immediately after use.

There will be a suitable area for waste disposal. This is to be emptied daily into outside garbage units that are collected regularly.

Recycled items (e.g. toilet rolls for craft activities) which were used, or suspected to have been used, in a non-hygienic environment, will not be used at the Service.

There will be suitable disposal facilities for first aid waste and bodily fluids such as band-aids, bandages, and/or blood soaked tissues and wipes. These will be disposed of daily.

There will be suitable facilities for the storage of soiled clothing. Soiled clothing will be placed inside a plastic bag and sealed (and stored in a bucket with a lid in an appropriate place in the storeroom. Soiled clothing will be returned to the family at the end of the day.

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|                                    |           |                      | <b>Reviewed</b> |           |           |
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## **4.5 Incident, Illness, Injury or Trauma**

The Service proactively strives to avoid injuries or trauma occurring at the Service, and to minimise the impact of injuries, illnesses, and trauma by responding appropriately and as quickly as possible, to all injuries and illnesses. The rights and responsibilities of parents with respect to injuries and illnesses or trauma of their children is acknowledged and will be taken into account in administering all procedures.

### **Relevant Laws and other Provisions**

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*

- Child Protection Act 1999 and Regulations 2000;
- QLD Community Ambulance Cover Act 2003;
- Duty of Care;
- First Aid Code of Practice 2004;
- NQS Area: 2.1.1, 2.1.2, 2.1.4; 2.3.3; 4.2.1; 6.1.1; 6.2.1; 7.1.2; 7.2.3; 7.3.1, 7.3.2, 7.3.3, 7.3.5;
- Policies: 3.10 – Observational Recording, 4.6 – Medication, 4.10 – Anaphylaxis Management, 4.11 – Emergency Health and Medical Procedure Management, 4.13 – First Aid Waste Management, 4.14 – Infectious Diseases Response Strategy, 4.15 – Asthma, 9.2 – Enrolment, 10.8 – Information Handling (Privacy and Confidentiality).

## Procedures

### Definitions

**Incident:** Any unplanned event resulting in or having potential for injury, ill health, damage, or other loss.

**Injury:** Any physical damage to the body caused by violence or an incident.

**Trauma:** An emotional wound or shock that often has long-lasting effects or any physical damage to the body caused by violence or an incident

**Minor incident:** An incident that results in an injury that is small and does not require medical attention (e.g. a Band-Aid).

### Parental Permission

Under the *Community Ambulance Cover Act 2003*, all Queensland residents are covered for ambulance transport services anytime, anywhere across Australia. Families who are not Queensland residents must seek cover at their own cost.

Written consent from the child's parent/guardian will be sought through the enrolment process for the Co-ordinator (or, in absence of the Co-ordinator, a staff member qualified in first aid) to obtain medical attention, in keeping with the Policies and Procedures of the Service, if required.

On occasion, it may be necessary for a child to have an Individual Medical Action Plan. These plans must be provided by the parent/guardian and be developed in collaboration with the family medical practitioner. Information contained may relate to medical management plans surrounding conditions such as anaphylaxis, asthma, or epilepsy. Permission will be obtained from the parent/guardian to display this where staff can easily familiarise themselves with the health issue.

Written consent will also be obtained from the parent/guardian for the use of all health and other personal information which the Service has relating to the child, for the purpose of enabling the Service to:

- administer care and assistance to the child, including by obtaining emergency or other medical assistance or care for the child in accordance with this policy; and
- report any injury or illness as required by law.

## First Aid

At least one Educator with a current first-aid and CPR qualification, anaphylaxis management and emergency asthma management training as required by the *Education and Care Services National Regulations 2011*, will be in attendance at any place children are being cared for, and immediately available in an emergency, at all times children are being cared for by the Service.

Disposable gloves will be worn when administering first-aid, and will be disposed of immediately after use, in a way that they are reasonably secure from children and others.

The Co-ordinator will, or delegates a qualified Educator to ensure that the following are kept at the Service at all times, and are accessible to the Educators but not to children:

- a fully maintained and equipped first aid kit, adequate for the number of children attending the Service;
- a recognised and current first-aid manual; and
- a cold pack and ice ready for use in the administering of first aid;
- a store of disposable gloves;
- current emergency contact telephone numbers.

## Immediate procedure upon incident, injury, illness or trauma

If a child is involved in an incident, becomes ill, is injured, or suffers a trauma while attending the Service:-

- staff will comfort and calm the child;
- all head injuries will be reported to the parent/guardian via phone, notifying of the circumstances including:
  - the treatment administered; and
  - whether the child has returned to normal activities as deemed appropriate by Coordinator or first aid qualified Educator.
- an Educator, qualified in first aid, will administer appropriate first aid and assess the child's condition in conjunction with the Co-ordinator;
- non-prescribed oral medications will not be administered to any child;
- if necessary, the Co-ordinator, or qualified Educator, will ensure that the child is separated from the other children and made as comfortable as possible in a quiet, well ventilated area;
- if necessary, the Co-ordinator, or qualified Educator, will contact the parents/guardians to collect their child as soon as possible;
- the child will be kept under adult supervision and their condition monitored until the parent's arrival.

If the child's condition is assessed as serious or deteriorates and emergency medical attention is necessary:

- if a child requires emergency medication (epipen, Ventolin etc), the Co-ordinator will attempt to obtain verbal consent from the parent/guardian, prior to calling for an Ambulance;
- the Co-ordinator, or qualified Educator, will call an ambulance;

- all attempts will be made to notify the parents; and
- if parents are unable to accompany the child to the hospital, the Co-ordinator, or qualified Educator who administered the first aid, will accompany the child provided that they leave at least one Educator who is qualified in first aid at the Service and that the Service ratios are still met.

All costs incurred in obtaining medical attention for a child will be met by the parents/guardians.

### **Recording and reporting incidents, injuries, illness or trauma**

An incident, accident, injury, or trauma report (see Appendix 7 & 8) must be completed, as soon as reasonably possible after a child involved in an incident, suffers an injury, illness or trauma, by the Educator who administered care or first aid to the child.

The information which must be included on the report after a child is involved in an incident, suffers an injury, illness or trauma at the Service is:

- the child's name;
- date and time of accident/incident;
- details of accident/incident;
- parents/guardians contacted;
- treatment and outcome of accident/incident;
- staff signature and witness signature and
- parent's signature confirming knowledge of accident.

The information contained in the incident, accident, injury or trauma report forms must not be used for any purpose except strictly in accordance with this Policy, the Privacy Policy (see 10.8 – Information Handling (Privacy and Confidentiality) and any other relevant policies of the Service.

For incidents that may require minor first aid (e.g. bandaids), an entry must be made in the first aid record book, located with the service first aid kit. Information to be included in the first aid record book may include:

- the child's name;
- the reason for and location of bandaid (on their person);
- Educator signature.

The Co-ordinator will ensure that the parent of a child who is involved in an incident, is injured, ill or suffered trauma at the Service is informed of the situation, and the treatment given, on collection of the child.

The Co-ordinator is responsible for the obligation under section 174 (4) of the *Education and Care Services National Law Act 2010* to report to the relevant Regulatory Authority if a child dies, or suffers an injury at the Service for which treatment from a medical practitioner was obtained, or ought reasonably to have been sought.

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## 4.6 Medication

In the interests of health and wellbeing of the children, the Service will only permit medication to be given to a child if it is in its original packaging with a chemist label attached. The chemist label must state the child's name and dose of medication required.

The Service recognises and acknowledges the skill and competence of children in working collaboratively with families to enable children to self-administer medications, with prior parent authority.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Duty of Care;*
- *NQS Area: 2.1.1, 2.1.4; 2.3.3; 4.2.1; 6.1.1; 6.2.1; 6.3.2; 7.1.2; 7.3.1, 7.3.2; 7.3.3, 7.3.5;*
- *Policies: 4.1 - General Health and Safety, 4.10 – Anaphylaxis Management, 4.11 – Emergency Health and Medical Procedure Management, 4.15 – Asthma, 9.2 - Enrolment, 10.8 – Information Handling (Privacy and Confidentiality).*

## Procedures

See procedures under Policy 4.1 – General Health and Safety, regarding obligations for parents to advise the Service of particular health needs, including medication, for their children.

Parents will be requested, through the Family Handbook (see Policy 9.3 – Communication with Families) and initial enrolment procedures (see Policy 9.2), to respect this Medication Policy and, wherever possible, to administer any prescribed medication to their child before or after attending the Service, rather than requesting the Service to do so, unless absolutely necessary.

Educators and self administrators will only be permitted to administer medication to a child or themselves if it is:-

- in its original package with a pharmacist's label which clearly states the child's name, dosage, frequency of administration, date of dispensing and expiry date; and
- accompanied by a Medication Permission/Administering form (see Appendix 9), completed by the parent/guardian.

All medication will be stored in a locked cupboard or similar storage receptacle. Storage should prevent unsupervised access and damage to medicines e.g. some may require refrigeration.

Medication will be administered by the Co-ordinator (or an educator nominated by the Co-ordinator who is duly qualified in first aid) or will observe if self-administered and witnessed by another Educator. Administration of medication will be recorded on Medication Permission/Administering (Appendix 9) Form. The Co-ordinator and Educator witness must fill out and sign the form with the parent signing acknowledgement at the end of the day.

All unused medication will be returned to the parent on collection of the child, expiry of medication or after the end date on the Medication Permission/Administering form (Appendix 9).

Individual Medical Risk Management Plans will be developed if necessary in conjunction with the Coordinator or a qualified first aid Educator, parent/guardian, child, and other health/educational professionals if required.

Medication held at the Service will be checked monthly for expiry dates and replacement of medication will be obtained from parents/guardians.

### **Children self-administering medication**

The Service permits all children to self-administer medication under the supervision of an Educator, however the relevant authority form must be completed by the parent/guardian, prior to the child administering the medication.

This information will be detailed in the child's Medical Risk Management plan if appropriate, and the location of the child's medication for self-administration must also be noted and made available to Educators.

Educators will supervise children who are self-administering medications and to promote consistency and ensure the welfare of all children using the Service, Educators will ensure each child follows all administration of medication, health and hygiene policies and procedures.

Should Educators feel that the child is not able to successfully administer the medication then they reserve the right to administer it on behalf of the child.

The Service will record all instances of supervised self-administration of medication as per the procedures articulated within this policy.

For children with asthma, diabetes or other similar ongoing medical conditions requiring medication, parents/guardians will be required to advise the Coordinator in writing whether their child will be responsible for administering their own medication as well as full details of how, when (i.e. at what intervals) and by whom all such treatment is to be administered.

**\*\*Please Note\*\*** The Education and Care National Regulations 2011 (part 4.2, 90 (2)) states that "The medical conditions policy of the education and care Service must set out practices in relation to self-administration of medication by children over preschool age if the Service permits that self-administration."

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## 4.7 Animals

The Service recognises and acknowledges the role that animals may play in the lives of children. Animals cared for by the Service will be in keeping with any regulated requirements with adequate shelter provided. Wildlife and stray animals will be dealt with in accordance with this policy.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Duty of Care;*
- *Check local authority regulations, e.g. Brisbane City Council by-laws on keeping relevant animals;*
- *NQS Area: 2.1.3, 2.1.4; 2.3.1, 2.3.2; 3.1.1; 6.1.2; 6.2.1; 7.3.5;*
- *Policies: 4.1 - General Health and Safety, 4.2 - Infectious Diseases, 4.3 - Hygiene, 4.4 - Preventative Health and Wellbeing, 9.3 – Communication with Families.*

### Procedures

The Coordinator will ensure that any animal, which poses a health or safety risk to any child in the Service, is safely and responsibly removed immediately.

Hand washing and hygiene procedures will be followed after the handling of all animals, whether it is the Service animal or a stray.

No animals will be permitted in food preparation areas.

#### Keeping of animals

The Service will only keep animals:

- where they are appropriate to the program of the Service;
- If no children and/or Educators are allergic to that type of animal;
- if permitted by local authority regulations, and;
- if the Service has sufficient and adequate space and/or area for the keeping of the animal.

Animals cared for by the Service will have plenty of food, water, air, bedding and shelter appropriate to their needs. Animals will be fed an appropriate and nutritious diet to maintain their health, following recommended guidelines where available. The animal enclosure and bedding will be cleaned regularly with consideration to maintaining a healthy and safe environment.



Under the supervision of Educators, the children will be encouraged to help with the care (feeding and watering) of the animals. Depending on the animal, families and Educators may be encouraged to take care for it at home over periods of long weekends and/or Service closures.

### **Stray animals**

In the case of a stray domestic animal (e.g. dog or cat), Educators will appropriately remove and restrain it (if safe to do so). Attempts will be made to contact the owners (if known) or local authorities for collection.

Stray animals will be restrained in an area away from the children and provided with adequate water.

### **Wildlife**

In the case of a wild animal (e.g. snake, possum, bird), Educators will monitor the whereabouts of the animal to ensure it doesn't pose a risk to children and others. Attempts will be made to contact local wildlife authorities.

Service evacuation and/or lockdown procedures may be implemented if the wild animal (e.g. snake, possum) is inside the OSHC building or in an area that poses a risk to children and others.

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## **4.8 Sun Safety**

### **Rationale**

Queensland has the highest rate of skin cancer in the world. Of all new cancers diagnosed in Australia each year, 80 per cent are skin cancers. Given that children in childcare are there during peak ultraviolet radiation (UVR) times throughout the day, early childhood settings play a major role in both minimising children's UVR exposure and providing an environment where policies and procedures can positively influence long-term behaviour.

Skin damage, including skin cancer, is the result of cumulative exposure to the sun. Research shows that sunburn contributes to skin cancer and other forms of skin damage such as sunspots, blemishes and premature ageing. Most skin damage and skin cancer is therefore preventable.

Ultraviolet radiation (UVR) levels are highest during the hours that children are at childcare settings. As children will spend a portion of their day outdoors, we are committed to protecting them from harmful effects of the sun.

***The rationale for this policy was provided by the Queensland Cancer Council and is consistent with their Sun Smart Policy Guidelines for Early Childhood Settings***

The purpose of this Sun Safety Policy is to ensure that all children, staff and visitors attending our Service are protected from skin damage caused by harmful UVR from the sun.

The Service will provide a SunSmart environment that support Sun Safe practices and create an awareness of the need to reschedule outdoor activities to support Sun Safe practices.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Work Health and Safety Act 2011;*
- *Duty of Care;*
- *Cancer Council Queensland's SunSmart Policy Guidelines – Early Childhood Cancer Council Australia;*
- *NQS Area: 1.1.3; 2.1.1; 2.2.2; 2.3.2; 3.1.1; 4.2.1; 6.1.1; 6.1.3; 6.2.1; 7.1.2; 7.3.2; 7.3.5;*
- *Policies: 3.7 – Physical Activity, 4.1 - General Health and Safety, 4.4 - Preventative Health and Wellbeing, 9.2 – Enrolment, 9.3 – Communication with Families.*

## Procedures

Sun safety will be practiced at our Service throughout the whole year.

Parents will be asked to provide a broad brimmed SunSmart or legionnaire hat, which protects the face, neck, ears and crown of the head for their child and encourage them to wear it. No plain caps will be allowed.

Parents will be asked to provide appropriate SunSmart clothing that protects as much of the skin as possible. Loose fitting clothing and darker colours will be more comfortable and effective.

Educators will ensure that all children, staff and visitors attending OSHC are protected from the harmful UV effects of the sun during the recommended times of the day.

The Co-ordinator will:

- inform Parents of our Sun Safety Policy when children are enrolled. The Sun Safety Policy will be included in the enrolment package information;
- ensure all sun protection measures are applied to children, staff and visitors while outside when the UV level is 3 or above, which in Queensland, is all year round including:
  - wearing adequate SunSmart clothing and use shaded and/or covered areas;
  - wearing broad-brimmed or legionnaire hats that protect the face, neck and ears;
  - applying SPF 30+ broad-spectrum, water-resistant sunscreen 20 minutes before going outdoors and reapply every 2 hours (with parent permission and allergy safe as required);
- incorporate education programs that focus on skin cancer prevention and early detection into the program;

- ensure all staff, children and visitors act as positive role models and demonstrate SunSmart behaviour when attending the Service;
- ensure that adequate shade is provided during outdoor events including excursions.

Ongoing feedback and support will be sought from parents and the school community for the Sun Smart policy and its implementation, through newsletters, parent meetings etc.

The Sun Safety policy will be reviewed regularly (at least annually) with children, staff, parents and the Management Committee.

References: Cancer Council Queensland SunSmart Policy Guidelines – Early Childhood, [http://www.cancerqld.org.au/icms\\_docs/54255\\_Early\\_Childhood\\_Settings\\_SunSmart\\_Policy\\_Guidelines\\_.pdf](http://www.cancerqld.org.au/icms_docs/54255_Early_Childhood_Settings_SunSmart_Policy_Guidelines_.pdf)

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## 4.9 Children's Toileting

The Service recognises the need to ensure the safety of all children while accessing the toilet and acknowledges that from time to time, children may require additional support and assistance if they are unable to toilet independently. The Service seeks to ensure that the personal health, hygiene and safety of children and Educators is supported, through the consistent implementation of the following procedures to protect children from risk of harm or injury.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Duty of Care;*
- *Commission for Children and Young People and Child Guardian Act 2000;*
- *NQS Area: 1.1.5; 2.1.1, 2.1.3; 2.3.1, 2.3.2; 4.1; 4.2.1; 5.2.3; 6.1.1; 6.3.3; 7.1.2; 7.3.1, 7.3.5.*

### Procedures

All children shall be actively supervised while accessing the toilet facilities.

Educators are not to use the same toilet facilities as children while on the licensed premises.

Should the primary facilities become unavailable then other toilets may be accessed, however when these are out of sight, children will be escorted to the toilet by an Educator.

Educators shall be required to support the personal hygiene of children with toileting when it becomes known to them that a child is in need of assistance.

A toileting kit will be available (at or near the toilets), to assist Educators with toileting issues. The kit includes gloves, wipes, hand sanitiser and appropriate bags for soiled materials. (Attention will be given to any children with allergies to latex.)

If a child is involved in a personal hygiene incident, the Parents/Guardian will be notified immediately and shall have the opportunity to collect the child.

Children who are frequently troubled with personal hygiene and toileting needs shall be requested to provide spare clothes and pull ups if necessary.

### **Escorting children to the toilet**

Educators shall observe practices to ensure that they are not placing themselves in a compromising situation while escorting children to the toilet area and shall ensure that a minimum of two children are escorted at any one time.

Educators will ensure that the Service communication procedures are followed when escorting children to the toilet in another area.

### **Assisting children with toileting**

Educators shall notify the Coordinator that a personal hygiene incident requires their support and, where possible, a second team member shall be called to be present during the toileting support. Gender and developmental consideration should be given to the situation in ensuring the most appropriate Educators manage the situation and that the process is open and transparent.

Educators shall support children's emotional needs, demonstrating empathy and compassion and should not, under any circumstances, cause further embarrassment to the child. Nor should they become forceful in their assistance to children.

Staff shall assist children to toilet and follow hygiene procedures by:

- encouraging children (if able) to clean themselves independently through provision of suitable wipes and means of disposal (wipes are not suitable for flushing);
- ensuring hands are cleaned and sanitized and gloves are generally worn.

All staff shall be provided with training and support to assist in toileting children, particularly in the case of children with high support needs. This may be through written communications, direct training and/or meetings.

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## 4.10 Anaphylaxis Management

The Service recognises the increasing prevalence of children attending Services who have been diagnosed with anaphylactic reactions. Such reactions may be the result of severe allergies to eggs, peanuts, tree nuts, cow milk, shell fish, bee or other insect stings, latex, particular medications, physical exertion, or other allergens as identified through professional diagnosis.

It is known that reactions to allergens may occur through ingestions, skin or eye contact or inhalation of food particles.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Duty of Care;*
- *Health (Drugs and Poisons) Regulation 1996;*
- *Family and Child Commission Act 2014;*
- *NQS Area: 1.1.5; 2.1.1, 2.1.4; 2.2.1; 2.3.2, 2.3.3; 4.2.1; 6.1.1; 6.2.1; 7.1.2; 7.3.1, 7.3.2, 7.3.5;*
- *Policies: 4.5 – Illness and Injury, 4.6 – Medication, 4.11 – Emergency Health and Medical Procedure Management, 5.1 – Food Handling and Storage, 9.2 – Enrolment, 10.8 – Information Handling (Privacy and Confidentiality), 10.9 – Risk Management and Compliance.*

### Procedures

Parents/guardians will be requested, through the initial enrolment procedures (see Policy 9.2), to ensure that the Service is made aware of any allergies that their child may be suffering. Information regarding the triggers and severity of allergic reactions will also be requested.

The Service will ensure that at least one Educator with a current first-aid qualification and CPR qualification, anaphylaxis management and emergency asthma management training as required by the *Education and Care Services National Regulations 2011*, will be in attendance at any place children are being care for, and immediately available in an emergency, at all times that children are being cared for.

The Service shall take appropriate action to minimize, where possible, exposure to known allergens where children have been professionally diagnosed with anaphylaxis and this information has been presented to the Service with certification from a medical practitioner.

To minimize the risk of exposure of children to foods that might trigger a severe allergy or anaphylaxis in susceptible children, our Service will:

- not allow children to trade or share food, utensils or food containers;
- prepare food in line with a child's medical management plan;
- request families to label all drink bottles and lunchboxes with their child's name;

- consider whether it's necessary to change or restrict the use of food products in craft activities, science experiments and cooking experiences so children with allergies may participate;
- instruct Educators preparing food about measures necessary to prevent cross contamination between foods during the handling, preparation and serving of food;
- ensure that all food preparation areas and utensils are regularly cleaned and sanitised (as per Policy 5.5 Cleaning and Sanitising);
- monitor attendances to ensure that meals/snacks prepared at the Service do not contain identified allergens when those children are in care;
- where a child is known to have a susceptibility to severe allergy or anaphylaxis to a particular food, the service will develop policy and implement practice for the management of children, Educators or visitors to the service bringing foods or products containing the specific allergen (e.g. nuts, eggs, seafood);

All children diagnosed with anaphylaxis shall have a Medical Action Plan, outlining what to do in an emergency and developed in consultation with families and the child's medical practitioner. Each plan shall be displayed in a clearly accessible area and be approved by the child's family/guardian.

A Medical Conditions Risk Management Plan must be developed in consultation with the parent/guardian of a child with specific health care needs, allergies or other relevant medical conditions to identify the possible exposure to allergens and how these will be managed and monitored within the Service.

Individual children's health care and management plans shall be discussed on a regular basis with all Educators at team meetings.

Each child shall have the appropriate medication including EPIPEN accessible to educators in a lockable medicine cabinet.

Appropriate medication shall be stored at the Service for each child in clearly labeled and marked containers, in a location that is known to Educators and easily accessible to adults but inaccessible to children.

The Service stores a Service epipen in the locked medication cupboard to administer life saving medication (e.g. Epipen or Ventolin) for anaphylaxis in emergencies. Regulation 94 of the Education and Care Services National Regulations (National Regulations) allows medication to be administered to a child, in case of an anaphylaxis emergency. The purpose of the regulation is to allow services to administer life-saving medication to children who have not been previously diagnosed but present with signs and symptoms of anaphylaxis for the first time whilst in care. A general use adrenaline (Epipen) would be used by the Service for the treatment of anaphylaxis.

The Service will ensure all Educators receive a copy of the Medical Conditions Policy and Asthma Policy as part of their orientation/induction to the Service.

Risk Management practices will be carried out to ensure that the Service is, to the best of our ability, providing an environment that will not trigger an anaphylactic reaction. These practices will be documented, discussed at team meetings and potential risks reduced, if possible.

The Service shall display a generic Action Plan for Anaphylaxis poster in a key location, visible to families, Educators and visitors to the Service.

In circumstances where medication requires transportation between the child's school/home and the Service, the medication shall be signed in and out of the Service in appropriate record books by Educators. Parents/guardians may be requested to provide a spare epipen to be kept at the Service, if these arrangements are not suitable.

A risk management strategy shall be devised to ensure:

- medication is transported by a responsible adult person, and;
- in circumstances where children arrive at the Service without the required medication, appropriate action shall be taken to ensure that the medication becomes immediately accessible.

Anaphylaxis plans shall be reviewed annually or as required by governing authorities.

In the case of a child who has not been previously diagnosed with Anaphylaxis, procedures as per the Emergency Health and Medical Policy - Policy 4.11 will be followed.

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## 4.11 Emergency Health and Medical Procedure Management

The Service recognises that occasions may arise where emergency management procedures may need to be implemented to preserve the health and safety of children and staff. Such emergency management applies to situations where a parent/guardian requests the Service in writing to administer prescribed medication as directed by a medical practitioner, and/or assist with managing a specific health condition as well as where a particular emergency first aid response is needed.

In emergency situations, Educators may be required to administer medication to preserve the life, safety and health of a student. These emergencies may occur for students with diabetes, epilepsy, anaphylaxis and asthma. The possible medication requirements include administering inhaled medication for asthma, prescribed medications for epilepsy, diabetes and/or anaphylaxis. Medications for diabetes and anaphylaxis are usually injected by a pen device and are not intravenous.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Health (Drugs and Poisons) Regulation 1996;*
- *Work Health and Safety Act 2011;*
- *Commission for Children and Young People and Child Guardian Act 2000;*

- NQS Area: 2.1.1, 2.1.4; 2.3.3; 4.2.1; 6.1.1; 6.2.1; 7.1.2; 7.3.1, 7.3.2; 7.3.5.

## Procedures

When a child is enrolled with specific health care needs the following information is required:

- Notification by parents/guardian
- Medical Action Plan
- Medical Risk Management Plan developed with parents
- Medical Permission/Administering form
- Medications policy is shown to parents/guardians

All Educators are to be familiar with each child's medical condition and Medical Management Plan, and aware of the location of the medication. In case of an emergency, Medical Management Plan or Medication Permission/Administering form, or medical emergency procedures is to be followed.

Written procedures (Medical Action Plan) shall be clearly displayed for managing emergency situations which shall include information about:

- contact numbers for family, medical practitioner, and ambulance;
- triggers, reactions, warning signs and symptoms of possible emergency;
- instructions on first aid management from medical practitioner or recognised authority;
- medication requirements, dosage, and method of administration.

Children may have a personal Medical Risk Management Plan (maintained confidentially) which would include further information such as:

- guidelines for participation in specific activities if required, such as swimming or high level physical games and activities;
- contact details and parent consent forms as required;
- medical Action Plan or practitioner consent forms as required;
- medication Permission/Administering form;
- risks associated with their specific medical needs, how they are assessed and minimized;
- if relevant safe handling of preparation and consumption of food;
- strategies for minimizing risks are developed in consultation with parents.

The Service will ensure that at least one Educator with a current first-aid and CPR qualification, anaphylaxis management and emergency asthma management training as required by the *Education and Care Services National Regulations 2011*, is in attendance at any place children are being cared for, and immediately available in an emergency, at all times care is being provided by the Service.

Medication shall be taken as required on excursions in an appropriately secured container readily accessible to administering Educators.



In the event of emergency first aid being required, procedures as set out in the Illness and Injury Policy (see Policy 4.5) will be followed.

Management shall ensure that written reports are lodged with relevant authorities within the required time frame.

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## 4.12 Non Smoking

To maintain the ongoing health and wellbeing of children, families, Educators and community members, the Service actively encourages and provides a smoke free environment. This demonstrates a commitment to the health and wellbeing of all who use the Service.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Work Health and Safety Act 2011*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Tobacco and Other Smoking Products Act 1998 and Other Smoking Products Amendment Bill 2004*
- *NQS Area: 2.1.1; 3.1.2; 7.1.1, 7.1.2; 7.3.5.*

### Procedures

All Service handbooks shall include information regarding the Service's policy and procedures for smoking.

Visitors to the Service location or site shall be actively informed as required about the policy and procedures for smoking.

Appropriate signs, displaying a no smoking symbol such as a circle with diagonal line over a picture of a cigarette, shall be displayed in accessible places to reinforce the message of a nonsmoking environment.

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## 4.13 First Aid Waste Management

The Service acknowledges the need to manage first aid waste effectively to prevent cross infection or contamination from waste materials. Such materials shall include, but not be limited to: bandaids, bandages, swabs, cotton buds/balls and ice packs.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Duty of Care;*
- *Work Health and Safety Act 2011;*
- *First Aid Code of Practice 2004;*
- *NQS Area: 2.1.1, 2.1.3, 2.1.4; 4.2.1; 7.1.2; 7.3.5.*

### Procedures

Educators shall thoroughly wash hands using specified hand washing procedures before and after implementing first aid.

Educators shall wear suitable gloves to manage incidents of first aid involving waste materials as identified.

When conducting first aid, Educators shall:

- remove required items to be used to manage first aid from the first aid kit;
- place items in/on a non-contaminated dish or surface;
- clean the injured area of the person using principles of first aid as per policy/ procedure and training e.g. wiped with sterile swab etc. (Refer to First Aid Manual/Book);
- the used swab or like shall be placed in the lined first aid waste bin;
- be required to change gloves if changing the type of activity, they are managing with first aid e.g. cleaning to bandaging. These gloves should also be placed in the first aid waste bin.
- first aid waste will be sealed in a plastic bag and made inaccessible by children.

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## 4.14 Infectious Diseases Response Strategy

The Service acknowledges the need for a co-ordinated approach to dealing with situations of Infectious Diseases in the community. The Service shall implement a response strategy in accordance with Government Health guidelines for Infectious Disease Pandemic.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Australian Government Health Guidelines;*
- *NQS Area: 2.1.1, 2.1.3, 2.1.4; 6.1.3; 7.3.1, 7.3.5.*

### Procedures

The Service shall encourage basic hygiene techniques to prevent the spread of Infectious Disease.

The Service shall encourage children and Educators to stay at home should they present with symptoms of infectious disease.

The Service shall keep informed of current Pandemic Phases and shall follow the Australian Government Guidelines.

The Service shall provide Educators, families and the local community with information about the Service's response to management of Infectious Disease as recommended by Health Authorities.

### Supporting information on Pandemic Phases

The Australian phases describe whether the virus is in countries overseas (OS) or in Australia (AUS). Having an Australian system means that actions can be taken in Australia before a change of phase is declared by the World Health Organisation. The description of each phase is shown in the following table:

| <b>Australian phase</b> | <b>Description</b>   |
|-------------------------|--|
| <b>ALERT</b>            | A novel virus with pandemic potential causes severe disease in humans who have had contact with infected animals. There is no effective transmission between humans. Novel virus has not arrived in Australia.                                 |
| <b>DELAY</b>            | Novel virus has not arrived in Australia.<br>OS4 Small cluster of cases in one country overseas.<br>OS5 Large cluster(s) of cases in only one or two countries overseas.<br>OS6 Large cluster(s) of cases in more than two countries overseas. |
| <b>CONTAIN</b>          | Pandemic virus has arrived in Australia causing small number of cases and/or small number of clusters.   |
| <b>SUSTAIN</b>          | Pandemic virus is established in Australia and spreading in the community.   |
| <b>CONTROL</b>          | Customised pandemic vaccine widely available and is beginning to bring the pandemic under control.   |
| <b>RECOVER</b>          | Pandemic controlled in Australia but further waves may occur if the virus drifts and/or is re-imported into Australia.   |
| <b>PROTECT</b>          | Pandemic virus is mild in most but severe in some and moderate overall. This phase sits alongside CONTAIN and SUSTAIN phases with a greater focus on treating and caring for those more vulnerable to severe outcomes.                         |

<http://www.flupandemic.gov.au/internet/panflu/publishing.nsf/Content/current-status-1>  
accessed 20/06/11

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## 4.15 Asthma Management

The Service strives to provide a safe and suitable environment for all children attending the Service. Children with particular health needs, such as Asthma will be supported through the creation of an Asthma friendly environment in accordance with the recommendations of the Asthma Foundation of Queensland.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulation 2011;*
- *Duty of Care;*
- *Work Health and Safety Act 2011;*
- *Health (Drugs and Poisons) Regulation 1996;*
- *NQS Area: 2.1.1, 2.1.4; 2.2.2; 2.3.2, 2.3.3; 4.2.1; 6.1.1, 6.1.3; 6.2.1; 7.1.2; 7.3.1, 7.3.2, 7.3.5;*
- *Policies: 4.1 – General Health and Safety, 4.4 – Preventative Health and Wellbeing, 4.6 – Medication, 4.11 – Emergency Health and Medical Procedure Management, 9.2 – Enrolment.*

### Procedures

The Service will ensure that at least one Educator with a current first-aid and CPR qualification, anaphylaxis management and emergency asthma management training as required by the *Education and Care Services National Regulations 2011*, is in attendance at any place children are being cared for, and immediately available in an emergency, at all times that children are being cared for by the Service.

The Service shall provide opportunities for all staff to participate in and receive regular education on asthma and appropriate management strategies. As per the *Health (Drugs and Poisons) Regulation 1996*, a person is considered to have appropriate asthma management training if they have completed a training course, of at least one hour, and are issued with a certificate identifying the successful completion of training in the specific learning outcomes.

All children diagnosed with asthma must have a Medical Action Plan outlining what to do in an emergency and developed in consultation with families and the child's medical practitioner. Each plan shall be displayed in a clearly accessible area and be approved by the child's family/guardian.

A medical conditions Risk Management plan must be developed in consultation with the parent/guardian of a child with specific health care needs, allergies or other relevant medical conditions to identify the possible exposure to allergens and how these will be managed and monitored within the Service.

The Service will ensure all Educators receive a copy of the Medical Conditions Policy and Asthma Policy as part of their orientation/induction to the Service.

Educators will be made aware of children who suffer from Asthma and the various triggers and manage the risks of this appropriately within the Service's risk management plan. These triggers may be food intolerances or environmental.

The Service will display a poster for asthma first aid management in prominent locations to alert educators and other participants in the Service's activities.

If the procedure outlined in the child's medical action plan does not alleviate the asthma symptoms, or the child does not have a medical conditions action plan, an Educator will provide first aid, which may include the steps outlined by Asthma Australia as follows:

- sit the child upright. The Educator will stay with the child and be calm and reassuring;
- give four (4) puffs of blue reliever medication, using a spacer if there is one;
- wait four (4) minutes. If there is no improvement, give four (4) more puffs as above;
- if there is still no improvement, call emergency services;
- keep giving four (4) puffs every four (4) minutes until the emergency service arrived.

The Service will ensure that an emergency asthma first aid kit is stored in a location that is known to all Educators, easily accessible to adults but inaccessible to children. The emergency asthma first aid kit should contain:

- an emergency supply of blue or grey reliever puffer;
- a spacer device that is compatible with the puffer.

Puffers and spacers from the emergency asthma first aid kit must be thoroughly cleaned after each use to prevent cross contamination.

All asthma medication provided by families and administered by Educators must be in accordance with the Medication Policy (see Policy 4.6) of this Service.

Risk management practices will be carried out to ensure that the Service is, to the best of our ability, providing an environment that will not trigger an asthmatic attack. These practices will be documented, discussed at team meetings and potential risks reduced, if possible.

The Service stores a Service inhaler and spacer to administer life saving medication (e.g. EpiPen or Ventolin) for asthma in emergencies. Regulation 94 of the Education and Care Services National Regulations (National Regulations) allows medication to be administered to a child, in case of an asthma emergency. The purpose of the regulation is to allow Services to administer life-saving medication to children who have not been previously diagnosed but present with signs and symptoms of acute asthma for the first time whilst in care. A general use Salbutamol inhaler (Ventolin) would be used by the Service for the treatment of acute asthma.

## References

Victoria, A. F. (n.d.). *Asthma and the Child in Care Model Policy*. Retrieved from Asthma foundation:  
<http://www.asthma.org.au/Portals/0/doc/Resources/2013%20Child%20in%20Care%20Model%20Policy%20%28Version%20%29.pdf>

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## 4.16 Vehicle Restraint

The Service promotes safety in the transporting of children in vehicles during the operation of program activities. The following measures, articulated through procedure, support legislative attempts to reduce the effects of serious injury or death in the event of a crash.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Queensland Government, Child Restraint Legislation, Department of Transport and Main Roads (Effective 11 March 2010);*
- *NQS Area: 2.3.1, 2.3.2; 6.1.1; 7.1.2, 7.3.5.*

### Procedures

In the case of children being transported in a private vehicle during the operation of the program, the Service shall provide appropriate child restraints in accordance with recommendations for children 4-7 years, which are a booster seat with H-harness or a booster seat with a secured adult seatbelt. Booster seats provided shall be Australian Safety Standard approved. (*Australian Standard AS 1754 Child Restraint Systems Used in Motor Vehicles.*)

The following requirements will also apply:

- a child may stop using a child restraint once they turn seven or if their eye level is above the back of the booster seat;
- a child aged between four and seven years of age cannot sit in the front row of a vehicle that has more than one row of seats unless all the other seats are occupied by children under seven years of age;
- should the back seat have two child restraints fitted and there be no room for a third child restraint, a non-tethered booster seat or booster cushion can be used, providing the child using the booster seat is between four and seven years of age.

In the case of children being transported in a taxi during the operation of the program, the following guidelines shall be followed:

- children under the age of seven must not be seated in the front row of seats in a taxi. Taxi drivers will be responsible for ensuring that children between the ages of seven and sixteen are properly restrained in a seatbelt. The Service shall support the taxi driver in meeting such requirements;

- the Service shall ensure that children up to the age of seven are appropriately restrained when using taxi transport, whether in an approved child restraint or adult seatbelt. This may mean that the Service provides their own restraints, however there is no requirement in a taxi to do so.

In the case of children being transported in a bus during the operation of the program, the following guidelines shall be followed:

- bus transport with 13 or more seats does not need to be fitted with seatbelts and child restraints are not required.
- the restraint provisions for four to seven year olds apply to a bus that has 11 or 12 seats with all passengers having to wear seat belts if they are fitted.

The indicative weight specified for this age range in the restraint laws is 14 to 26 kgs. Children who are four (or more) years of age but below the indicative weight range may be recommended the forward-facing child restraint with built-in harness. Children who are seven (or more) years of age, within the indicative weight range may still require the recommended child restraint.

Source:

Queensland Department of Transport and Main Roads, *Child Restraints – questions and answers*, 2011 - accessed 23<sup>rd</sup> June 2011.

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## 4.17 Children with Medical Conditions

The Service recognises the increasing prevalence of children attending OSHC who have been diagnosed with medical conditions and are committed to a planned approach to the management of such medical conditions to ensure the safety and well-being of everyone at this Service.

Children's medical needs may be broadly categorized into two types:

- short-term – which may affect their participation in activities while they are on a course of medication. Short-term medical needs are typically an illness that the child will recover from in a short period (e.g. tonsillitis, chest infection, etc.);
- long-term - potentially limiting their participation and requiring extra care and support. Long term medical needs are typically ongoing (e.g. asthma, diabetes, anaphylaxis, celiac disease).

Our Service is committed to ensuring our Educators are equipped with the knowledge and skills to manage situations to ensure all children attending OSHC receive the highest level of care and to ensure their needs are considered at all times. Providing families with ongoing information about medical conditions and their management is a key priority.



## Relevant Laws and other Provision

The laws and other provisions affecting this policy include:

- *Duty of Care;*
- *Check local authority regulations, e.g. Brisbane City Council by-laws on keeping relevant animals;*
- *NQS Area: 1.1.5; 2.1, 2.2.1; 3.1.1, 3.2.1; 4.1, 4.2.1; 5.1, 5.2; 6.1, 6.3.3; 7.2.1, 7.3.1, 7.3.2, 7.3.5;*
- *Policies: 2.11 – Including Children with Special/Additional Needs, 4.1 – General Health and Safety, 4.2 – Infectious Diseases, 4.1 – General Health and Safety, 4.3 – Hygiene, 4.4 – Preventative Health and Wellbeing, 4.6 – Medication, 4.10 – Anaphylaxis Management, 4.11 – Emergency Health and Medical Procedure Management, 4.15 – Asthma, 4.20 – Supervision of Children, 5.1 – Food Handling and Storage, 5.6 – Menu Development, 7.1 – Emergency Equipment and Facilities, 8.4 – Educator Professional Development and Learning, 8.10 – Employee Orientation and Induction, 9.2 – Enrolment, 9.3 – Communication with Families, 10.9 – Risk Management and Compliance 10.24 – Privacy.*

## Procedures

Children's short term medical needs will be managed in accordance with the Service's Illness, Injury or Trauma Policy and the Medications Policy.

The Service will minimise the risks around children's specific health needs, allergies or other relevant medical conditions by:

- collaborating with parents/guardians of children with specific health needs, allergies or other relevant medical conditions to develop a risk management plan;
- informing all Educators and volunteers, of children with specific health needs, allergies or other relevant medical conditions and the risk management procedures for these;
- ensuring children with specific health needs, allergies or other relevant medical conditions have a current risk management plan that is accessible to all Educators; and
- ensuring all Educators are adequately trained in the Service's emergency medical management procedures and the administration of emergency medication.

Parents/guardians will be requested, through the initial enrolment procedures to provide details of any specific health care needs or medical conditions of the child, including asthma, diabetes, allergies and whether the child has been diagnosed at risk of anaphylaxis. It is the responsibility of parents/guardians to update the Service with any new information relating to their child's specific health care need or medical condition.

The Service will involve all Educators, families and children in regular discussion about medical conditions and general health and wellbeing. The Service will adhere to privacy and confidentiality procedures when dealing with individual health needs.

To promote consistency and ensure the welfare of all children using the service, all Educators will follow the health, hygiene and safe food handling policies and procedures.

If a child with a chronic illness or medical condition that requires invasive clinical procedures or support is enrolled at the Service, prior arrangements will be negotiated with the parent/guardian, Coordinator, and appropriate health care workers to prepare for the event that the child will require a procedure while in attendance at OSHC. Such arrangement and procedures will be established in consultation with the child's medical practitioner. Arrangements will be formalised prior to the child commencing at the Service.

### **Identifying Children with Medical Conditions**

Any information relating to individual children's health care needs, allergies or other relevant medical conditions will be shared with the Coordinator, Educators, and other staff members of the Service.

Information relating to a child's specific health care need, allergy, or other relevant medical condition, including the child's medical management plan, medical conditions risk management plan and the location of the child's medication will be shared with all Educators and other staff members of the Service.

Information about a child's specific health care need, allergy or other relevant medical condition, including the child's medical action plan, medical conditions risk management plan and the location of their medication will be displayed in the following areas of the Service to ensure all practices and procedures are followed accordingly:

- The OSHC office – in the child's individual risk management plans
- Inside the medication cupboard enclosed in the individual's medication container
- In the flip chart on the kitchen wall (for children with food related conditions);

All Educators will be required to follow the child's Medical Action Plan and Medical Risk Management Plan in the event of an incident related to the child's specific health care need, allergy, or other relevant medical condition.

All Educators, other staff and volunteers must be able to identify a child with a specific health care need, allergy or other relevant medical condition and be able to locate their medication/s easily.

### **Medical Action Plan**

To comply with regulatory requirements, the parents/guardians of children with specific health care needs, allergies or other relevant medical conditions must provide the Service with a medical action plan for their child. This medical action plan must be followed in the event of an incident relating to the child's specific health care need, allergy or relevant medical condition.

The medical action plan should be developed in consultation with the child's registered medical practitioner with the advice from the medical practitioner documented in the medical action plan. The medical action plan should include the following:

- a photo of the child;
- details of the specific health care need, allergy or relevant medical condition including the severity of the condition;
- any current medication prescribed for the child;
- what may trigger the allergy or medical condition (if relevant);

- signs and symptoms to be aware of as well as the response required from the Service in relation to the emergence of symptoms;
- any treatment/medication required to be administered in an emergency;
- the response required if the child does not respond to initial treatment;
- when to call an ambulance for assistance;
- contact details of the doctor who signed the plan.

Copies of the child's Medical Action Plan will be kept with their medication and taken on all excursions/regular outings they attend whilst enrolled at the service.

### **Medical Conditions Risk Management Plans**

A risk management plan must be developed in consultation with the parent/guardian of a child with specific health care needs, allergies or other relevant medical conditions to ensure that:

- any risks relating to the child's specific health care need, allergy or relevant medical condition are assessed and minimised; and
- If relevant, practices and procedures for the safe handling, preparation, consumption and serving of food are developed and implemented; and
- the parent/guardian is notified of any known allergens that pose a risk to a child and strategies for minimising the risk are developed and implemented; and
- all Educators are able to identify the child, and know the location of the child's medical plan and medication; and
- If relevant, practices and procedures are developed and implemented to ensure that the child does not attend the Service unless the child has at the Service their relevant medications, if this would pose a significant risk.

The Service will provide support and information to parents/guardians and other members of the community about resources and support for managing children's specific health care needs, allergies or other relevant medical conditions.

### **Medical Conditions Communication Plans**

To ensure regulatory compliance, the Service shall develop a communication plan and implement procedures to ensure that:

- Relevant Educators, staff members and volunteers are informed about the medical conditions policy and the medical conditions action plan and medical conditions risk management plan for each child with a specific health care need, allergy or other relevant medical condition; and
- A parent/guardian of a child with a specific health care need, allergy or other relevant medical condition can communicate any changes to the medical conditions action plan and medical conditions risk management plan for their child.

### **Management of Medical Conditions**

Children identified with asthma or anaphylaxis allergies will be managed in accordance with the specific Asthma Management and Anaphylaxis Management Policies of the service.

Children with other health care needs or relevant medical conditions will be managed in accordance with their individual medical conditions action plan and medical conditions risk management plan.

In order to effectively manage other health care needs and medical conditions the Service will implement the following procedures:

### **Diabetes**

In developing individual children's medical conditions management plans, the Service will implement procedures where possible to ensure children with diabetes do not suffer any adverse effects from their condition while at the Service. These include ensuring they do not suffer from hypoglycemia (have a "hypo") which occurs when blood sugar levels are too low. Things that can cause a "hypo" include:

- a delayed or missed meal, or a meal with too little carbohydrate;
- extra strenuous or unplanned physical activity;
- too much insulin or medication for diabetes;
- vomiting.

Children with Type 1 diabetes may also need to limit their intake of sweet foods. The service will ensure information about the child's diet including the types and amounts of appropriate foods is part of the child's medical conditions management plan and that this is used in developing their individual medical conditions risk management plan.

The service will ensure that educators are adequately and appropriately trained in the use of insulin injection devices (syringes, pens, pumps) used by children at the service with diabetes. In the event of major concerns regarding insulin levels of a child an ambulance will be called.

If a child is displaying symptoms of a "hypo" the service will:

- ensure a first aid trained Educator provides immediate first aid which will be outlined in the child's medical conditions action plan and may include giving the child some quick acting and easily consumed carbohydrate;
- call an ambulance by dialling 000 if the child does not respond to the first aid and CPR if the child stops breathing;
- contact the parent/guardian or the person to be notified in the event of illness if the parent/guardian cannot be contacted.

### **Skin Rashes**

Rashes are common in children and can be caused by many different viral infections and may not be infectious. It is important to be able to describe the rash as this may help with diagnosis.

When viewing a rash, educators should also consider if the child is unwell as the rash may not affect the child's well-being at all. There are however, usually other signs and/or symptoms to consider in conjunction with a rash. These might include (but are not limited to):

- fever;
- unusual behaviour (cranky or less active; cries more than usual; seems uncomfortable/irritable; just seems unwell);
- loss of appetite
- vomiting;
- headache, stiff neck;
- frequent scratching, crusty skin/discharge from skin;
- trouble breathing.

Also when observing the rash, Educators should note:

- what the rash looks like (e.g. dark red like a blood blister; small red pinheads; large red blotches; a solid red area all joined together or blisters);
- how does the rash feel to touch (e.g. raised slightly, with small lumps or swollen);
- is the rash itchy and where on the body did the rash start (e.g. head, neck);
- where is the rash now (e.g. head, neck, abdomen, arms, legs).

The Coordinator should be informed of any children presenting with a rash to determine whether there is cause for concern for the child's health (and potentially that of the other children and also Educators). If there is doubt as to a child's wellbeing with regards to a rash the parent/guardian will be called immediately.

All rashes should be documented on an Injury, Illness or Trauma Form. Educators must regularly check the appearance of the rash and note time and any changes on the form. This is important information in case the child needs medical attention.

If concern is expressed about the rash then the child will be isolated from other children until the parent/guardian can collect the child from the Service. If Educators are concerned about serious symptoms in conjunction with the rash or perhaps the rash being purple, or spreading very quickly, then an ambulance will be called.

### **Eczema**

If a child suffers from eczema, parents/guardians will be requested to supply a doctor's certificate stating this. A medical conditions action plan will be developed and implemented to enable Educators to follow any treatment prescribed by the child's medical practitioner.

A child with eczema is not excluded from attending as this is a chronic condition that has to be managed.

## Educator Training and Qualifications

The Coordinator will ensure that Educators have appropriate education or training to enable them to undertake basic support of the health needs of children, including administering medications, allergic reactions, basic first aid and special dietary requirements.

The Coordinator will ensure that, at least one Educator with the required first aid qualifications, anaphylaxis management and emergency asthma management training as prescribed under *Education and Care Services National Regulations 2011* is in attendance at any place children are being care for, and immediately available in an emergency, at all times children are being cared for.

## References

- State Government Victoria. (2013, September). *National Quality Framework - Children with Medical Conditions Attending Education and Care Services*. Retrieved from Department of Education and Early Childhood Development:  
<http://www.education.vic.gov.au/Documents/childhood/providers/regulation/nqfmedicallconditionsfactsept2013.docx>
- University of Wollongong. (2013, August). *Medical Conditions Policy*. Retrieved from UniCentre - University of Wollongong:  
<http://unicentre.uow.edu.au/content/groups/public/@web/@unic/@mkt/documents/doc/uow146296.pdf>

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## 4.18 First Aid

The Service acknowledges its responsibility to ensure appropriate procedures are in place for managing all incidents requiring first aid treatment. Therefore a proactive approach is taken in ensuring all Educators are aware of their responsibilities, are suitably trained in first aid response and have access to appropriate first aid equipment.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Duty of Care;*
- *Work Health and Safety Act 2011;*
- *First Aid in the Workplace Code of Practice 2014;*
- *NQS Area: 2.1.1, 2.1.3, 2.1.4; 4.2.1; 7.1.2; 7.3.5;*

- Policies: 4.5 – Illness, Injury, Incident or Trauma, 4.11 – Emergency Health and Medical Procedure Management, 6.3 – Workplace Health and Safety.

## Procedures

### First aid supplies and resources

As per regulatory requirements, the Service shall ensure there is an appropriate number of suitably equipped first aid kits that are accessible for use within the Service. As per the *First Aid in the Workplace Code of Practice 2014*, the first aid kit should contain (as a minimum):

- instructions for providing first aid – including cardio-pulmonary resuscitation (CPR) flow chart;
- adhesive strips (assorted sizes) for minor wound dressing;
- splinter probes (single use, disposable);
- non-allergenic adhesive tape for securing dressings and strapping;
- eye pads for emergency eye cover;
- triangular bandage for slings, support and/or padding;
- hospital crepe or conforming bandage to hold dressings in place;
- wound/combine dressings to control bleeding and for covering wounds;
- non-adhesive dressings for wound dressing;
- safety pins to secure bandages and slings;
- scissors for cutting dressings or clothing;
- kidney dish for holding dressings and instruments;
- small dressings' bowl for holding liquids;
- gauze squares for cleaning wounds;
- forceps/tweezers for removing foreign bodies;
- disposable nitrile, latex or vinyl gloves for infection control;
- sharps disposal container for infection control and disposal purposes;
- sterile saline solution or sterile water for emergency eye wash or for irrigating eye wounds. This saline solution must be discarded after opening;
- resuscitation mask to be used by qualified personnel for resuscitation purposes;
- antiseptic solution for cleaning wounds and skin;
- plastic bags for waste disposal;

- note pad and pen/pencil for recording the injured or ill person's condition and treatment given;
- re-usable ice-pack for the management of strains, sprains and bruises. Re-usable or "one off use" ice-packs will be accessible for the management of strains, sprains and bruises.

First aid information shall be easy to understand and accessible to Educators. A variety of information methods may be used including verbal explanations and/or demonstrations, videos and posters (in plain English or other appropriate languages).

Risk assessments will be undertaken to identify the possibility of specific injuries and illnesses such as burns, eye injuries and/or poisoning occurring. In this instance, additional first aid kit contents and facilities may be provided.

The Coordinator shall be responsible for completing a checklist of supplies for each first aid kit on a regular basis

### **First aid responders**

The Service will ensure that at least one Educator with a current first-aid and CPR qualification, anaphylaxis management and emergency asthma management training as required by the *Education and Care Services National Regulations 2011*, is in attendance at any place children are being cared for, and immediately available in an emergency, at all times that children are being cared for by the Service.

A suitably qualified first aid Educator shall undertake the initial management of any injuries and illnesses occurring at the Service. The initial care provided shall be consistent with their level of first aid training and competence. If management of the first aid incident is deemed to be of a serious nature, the injured or ill person shall be referred for medical assistance.

It is the Educators responsibility to ensure the currency of their first aid qualifications as some may be subject to specific requirements, for example refresher training or evidence of proficiency in CPR.

Information about the Service's first aid facilities shall be provided to educators through the induction process on commencement of employment.

Current information about specific risks in the workplace and any changes affecting the provision and use of first aid facilities will be provided to educators on a regular basis.

### **Administering first aid**

Procedures for administering first aid will be in accordance with the Injury, Illness, Incident or Trauma Policy of this Service. The first aid procedures developed and implemented at the Service are designed to:

- preserve life;
- ensure that ill or injured persons are stabilised and comforted until medical help intervenes;
- monitor ill or injured persons in the recovery stage;
- apply further first aid strategies if the condition does not improve; and



- ensure that the environment is safe and that other persons are not in danger of becoming ill or injured.

All Educators and volunteers shall be informed about first aid equipment and facilities via induction and the Educator handbook;

The Coordinator and Educators will ensure children are advised of what to do, where to go and whom to seek first aid assistance from, whilst in attendance at the Service.

Children attending the Service with identified health and/or medical conditions will be required to have a first aid action plan in place. This action plan will be followed in the event of first aid needing to be administered.

### **First aid records**

All incidents requiring first aid treatment will be recorded on the appropriate child or educator reporting forms.

For incidents that may require minor first aid (e.g. bandaids), an entry must be made in the first aid record book, located with the Service first aid kit. Information to be included in the first aid record book may include:

- the child's name,
- the reason for and location of bandaid (on their person), and
- Educator signature.

First aid incident reports will be reviewed by the Coordinator on a periodic basis in order to identify areas or processes of the Service that are likely to give rise to injury or illness. Such periodic reviews will also be used to:

- review safety procedures for preventing further problems;
- implement safer and healthier work practices;
- identify where first aid facilities and services are most needed;

First aid records relating to incidents involving Educators will be kept in their staff file and maintained for workers' compensation purposes.

A copy of the first aid record shall accompany an injured or ill person if the person is transferred to a medical service or hospital.

Employees shall be given a copy of their first aid record or have access to that record on request. The original copy of the first aid record shall be retained at the Service.

The parent/guardian of a child shall be given a copy of their first aid record or have access to that child's record on request. The original copy of the first aid record shall be retained at the Service.

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## 4.19 Childhood Immunisation

The Service acknowledges their obligation under the *Education and Care Services National Regulation 2011*, in ensuring that children are free from risk of harm. This extends to limiting exposure to health and safety risks that may arise from the incidence of vaccine-preventable diseases. Upon enrolment, the Service shall request parents/guardians to provide their child's immunisation history statement, in order to determine if enrolment and subsequent attendance will be accepted.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*;
- *Public Health Act 2005 (QLD)*;
- *A New Tax System (Family Assistance) Act 1999*;
- *Duty of Care*;
- *NQS Area: 1.1.5; 2.1.1, 2.1.3, 2.1.4, 2.3.2; 4.2.1; 6.1.1, 6.1.3; 7.3.1, 7.3.2, 7.3.5*;
- *Policies: 4.2 – Infectious Diseases, 4.4 – Preventative Health and Wellbeing, 4.14 – Infectious Diseases Response Strategy, 9.2 – Enrolment, 9.3 – Communication with Families, 10.8 – Information Handling (Privacy and Confidentiality), 10.9 – Risk Management and Compliance.*

### Procedures

Through the Service enrolment procedures, parents/guardians will be requested to provide a copy of their child's immunisation history statement. The Service will allow a reasonable timeframe (of up to 2 weeks) for the parent/guardian to provide their child's immunisation history statement.

Information will be provided to families, including through the Service Family Handbook, about the potential consequences for their child's enrolment or attendance, if their child's immunisation status is deemed 'not up to date' (i.e. vulnerable children).

The Service will establish risk management procedures relating to monitoring and managing the spread of vaccine preventable diseases at the service.

Procedures may include:

- identifying vaccine preventable diseases as part of the enrolment form; and
- appropriate signage for families regarding infectious disease outbreak; and

- limiting attendance for vulnerable children during times of infectious disease outbreak (if enrolment has been accepted).

### Vulnerable Children

For child/ren who do not have a current immunisation history statement on file, their immunisation status will be considered 'unknown' or 'not up-to-date', until such time as the correct immunisation documentation is provided.

If the parent/guardian does not provide the child's immunisation history statement within the reasonable timeframe allowed, the child's enrolment may be:

- refused or cancelled; or
- accepted, with attendance refused until proof of up-to-date immunisation status is provided; or
- accepted, with specific conditions in place.

Specific conditions may include restricting care during an outbreak of infectious disease at the Service.

Families of vulnerable children whose enrolments have been accepted (with or without conditions) will not be eligible for Child Care Benefit (CCB) or Child Care Rebate (CCR) subsidies.

### Medical Contraindication

Enrolment and/or attendance for a child cannot be refused on the basis of their immunisation status if they have a medical contraindication to some or all scheduled vaccines. Whilst not technically vaccinated, these children are still classified as having an 'up-to-date' immunisation status and this should be indicated on their immunisation history statement.

### Conscientious Objection

Children of families who have recorded a conscientious objection to vaccination through the 'Australian Childhood Immunisation Register' will have their immunisation status registered as 'not up-to-date'. Acceptance or refusal of enrolment will be as per the procedures of this policy relating to vulnerable children.

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### Changes to Childhood Immunisation Laws

Managing existing enrolments - Information sheet for Queensland OSHC services

From January 1 2016, new state and federal laws relating to childhood immunisations come into effect. Under these laws a child's immunisation status will affect the family's eligibility for family assistance payments (in particular CCB and CCR) and may limit their childcare options.

Services who would like to implement the provisions as a result of the changes to the childhood immunisation laws must have a policy on the enrolment and attendance of children whose:

- immunisation status is not up to date; and
- parents who do not provide an immunisation history statement.

To exercise these discretionary powers and to be legally protected, your Service must:

- Be satisfied that the child has passed one of the vaccination milestones under the National Immunisation Program Schedule Queensland (printable poster available at <https://www.health.qld.gov.au/publications/clinical-practice/guidelines-procedures/immunisation-schedule.pdf>);
- Request the parent provide an immunisation history statement showing that their child's immunisation status is up to date;
- On making the request, inform the parent of the potential consequences for the child's enrolment or attendance, if their child's immunisation status is not up to date; and
- Give the parent at least four weeks to provide the immunisation history statement.

If the parent does not provide an immunisation history statement within the requested timeframe, the Service can:

- Cancel enrolment of children whose immunisation status is not up to date;
- Refuse attendance of children until proof of immunisation status is provided;
- Impose another condition on the child's enrolment or attendance until proof of up to date immunisation status is provided.

For new enrolments please refer to QCAN policy 4.19 – Childhood Immunisation Policy

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# POLICY GROUP FIVE:

## Food and Nutrition

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### 5.1 Food Handling and Storage

The Service recognises the need for effective food handling and storage practices to ensure that the food is not contaminated, nor allowed to become contaminated, or unfit to be eaten. All food which is handled (including preparing, eating or storing) at the Service is to be handled according to the recommended food handling and storage guidelines as set out in the Australian and New Zealand Food Standards Code.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Duty of Care ;*
- *Local Authority (e.g. Brisbane City Council) Food Handling By-laws;*
- *Australian and New Zealand Food Standards – chapter 3 Food Safety Standards (Australia only);*
- *NQS Area: 2.1.1, 2.1.3, 2.1.4; 2.2.1; 2.3.2; 3.1.2; 3.3.1; 4.2.1; 6.1.1; 7.1.2; 7.3.5;*
- *Policies: 4.1 – General Health and Safety, 4.3 - Hygiene, 4.4 – Preventative Health and Wellbeing, 4.10 – Anaphylaxis Management, 5.5 – Cleaning and Sanitising, 8.13 – Employee Health, 9.2 – Enrolment.*

### Procedures

See also Policy 4.3- Hygiene, regarding general hygiene policies and procedures, including relating to preparation and handling of food.

The Co-ordinator will be responsible to ensure that all food preparation and preparation areas comply with all laws and regulations, including Local Council by-laws (or equivalent) where applicable.

The Service will provide the necessary food handling equipment and/or utensils (e.g. gloves), including colour-coded cutting boards to prevent cross contamination.

Educators will ensure their hair is tied back and does not fall into the food.

All food preparation surfaces and utensils will be kept clean and, in particular, will be thoroughly clean before use. Food preparation equipment and surfaces will be cleaned and sanitised in accordance with the Service Cleaning and Sanitising Policy (see Policy 5.5).

Educators will ensure that they, and the children, use effective hand hygiene before handling, preparing and eating of food.

Educators will be made aware of, and kept up to date about children who may suffer dietary issues and/or allergies relating to food and/or particular food ingredients through signs in the kitchen area and regular discussions at team meetings. All care and attention will be taken when preparing, serving and storing food for children with particular dietary and/or allergy issues. Families may be requested to provide their child's food if the Service is unable to cater for their specific need.

Children will not access the kitchen. Food activities that require heating and/or cooking will be fully supervised by an educator.

Educators and/or children who are unwell will not be permitted to handle food, whether it is a food activity or preparation of the afternoon tea menu.

Perishable items will be covered and refrigerated. Non-refrigerated items will be stored in airtight containers.

The Service will ensure regular pest and vermin maintenance is conducted to prevent contamination.

Families will be provided with information, through the enrolment and orientation process, relating to storage of lunch boxes during vacation care.

The refrigerator, oven and microwave will be cleaned weekly and the stove will be cleaned after every use.

Educators will not eat, nor permit to be eaten by any child, food that has fallen on the ground, or been handled by another child. Food that is not fit to be eaten is to be immediately disposed of, in an appropriate manner, so that it will not be eaten.

### **Food Recall**

The Service shall monitor foods purchased to ensure recall alerts have not been enacted. Recall alerts may be distributed via television, newspaper and radio communications from the manufacturer or recognised health authority.

All foods recalled under food alerts will be repackaged and returned or destroyed according to instructions as per the food recall alert.

Please note: This policy has been developed in accordance with the recommendations of the Australia and New Zealand Food Standards. Further information can be accessed from <http://www.foodstandards.gov.au/foodstandards/foodstandardscode.cfm> Services are encouraged to access this information directly.

Any reference to the content from this site should be dated in the policy at the time it was accessed. The resource papers available from <http://www.foodstandards.gov.au/foodstandards/foodstandardscode.cfm> provide support to the Service in developing and maintaining food safety standards.

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## 5.2 Food and Nutrition

This Service recognises and acknowledges the importance of providing food that is both nutritious and appropriate to the needs of the children attending OSHC. The Service encourages and promotes the health and wellbeing of children through providing positive learning experiences during meal/snack times where good nutritional food habits are developed in a happy, social environment. Parents are encouraged to participate in this approach to nutrition for their children.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Dietary Guidelines for Children and Adolescents in Australia (NHMRC 2003);*
- *'My Time, Our Place' Framework for School Age Care;*
- *NQS Area: 1.1.2, 1.1.3, 1.1.5, 1.1.6; 1.2.2; 2.1.1, 2.1.3, 2.1.4; 2.2.1; 2.3.1, 2.3.2; 4.2.1; 6.1; 6.2.1; 6.3.2; 7.1.2, 7.1.4; 7.2.1, 7.2.3; 7.3.1, 7.3.2, 7.3.5.*

### Procedures

#### Development and review of Nutrition Policy

A detailed nutrition policy will be reviewed with opportunities for consultation with families, Educators and the Management Committee.

The policy will be based on information from recognised health authorities, which may include any or all of the Commonwealth or State Government Health Department and non-government organisations with recognised expertise in nutrition (e.g. Nutrition Australia, Heart Foundation, Queensland Health).

#### Recommended food

Information about healthy food choices is gathered from recognised authorities (i.e. Dietary Guidelines for Children and Adolescents in Australia (NHMR) 2003, Nutrition Australia).

Services managed by school Parents and Citizens Associations may also choose to reference the Queensland Education initiative '*Smart Choices, Healthy Foods*'.

#### Provision of healthy and varied food choices

Where the Service provides food, Educators will seek to provide food:

- which is healthy, balanced, varied, age appropriate and consistent with Dietary Guidelines for Children and Adolescents in Australia (NHMR) 2003;
- which includes a good balance of fresh foods, as opposed to pre-packaged and prepared foods;
- which as far as reasonably possible, meets the dietary needs of children with special dietary needs of which the Service has been made aware, or becomes aware.

Service menus are planned using a checklist to ensure that food provided is varied and encompasses all the food groups. Families, children and Educators are encouraged to contribute ideas for the menu.

Where afternoon teas are provided, a menu for the week will be displayed. During vacation care, children will be required to supply their own morning tea and lunch from home.

The Co-ordinator will discuss with parents any food allergies and restrictions (including cultural or religious) which are required by the parent to be enforced at the Service. Details of these restrictions will be noted on the enrolment form and passed on to Educators. Food allergies or restrictions which are based on health reasons should be accompanied by a letter from a medical practitioner or other health professional.

The Co-ordinator (and Educators) will seek to accommodate all such reasonable nutritional needs of a child by giving appropriate directions to Educators in relation to that child.

Where children have special dietary needs, which is not reasonable that the Service meet, the Co-ordinator will consult with parents and where necessary, the meal will be supplied from home.

When parents provide food for their child, healthy food and drink choices are encouraged.

### **The eating environment**

Social interactions will be encouraged during meal/snack times. Educators will spend this time interacting with the children and model good eating and social habits.

Children will be encouraged to use effective hand hygiene, prior to regular Service meal times.

To ensure safety, children will be encouraged to sit while eating and/or drinking.

Children eating food at the Service, outside the regular meal times of the Service, will be encouraged to use effective hand hygiene and to sit while eating.

### **Serving of food**

Independence will be fostered by encouraging children to serve themselves food, under supervision from Educators, using appropriate equipment.

If Educators need to serve food to the children, tongs and/or gloves will be used.

At meal/snack times, Educators will encourage children to try different foods and to take appropriate portions.

### **Involving children**

Educators involve and consult children when planning the menu and/or food activities and experiences through group meetings and/or children suggestions.

Educators will facilitate children being involved in the preparing and serving of food through 'serve-yourself' routines and activities such as breakfast meals.

Educators will encourage and involve children in conversations and routines that promote healthy eating and good nutrition.



### **Drinking water**

The Co-ordinator will ensure that children have ready access to drinking water.

Educators will encourage children to drink extra water during the summer months, supplying their own water bottle if necessary.

Educators will encourage parents to provide children with extra water to take with them on excursions.

### **Diverse cultural experiences**

Food provided includes food from various cultures particularly those represented in the Service and local community.

Families from other cultures within the Service or wider community may be invited to participate in the program, providing children with food experiences from their own culture.

Food awareness activities will be chosen from a variety of cultures and may include:

- different ways of serving the food (ie chopsticks);
- different varieties of foods (e.g. feta cheese instead of cheddar);
- foods that may have significance within their culture (e.g. anzac biscuits and their origin).

### **Communication with families**

The food provided by the Service is planned ahead and menus are displayed in a prominent place for families and children.

Where parents are required to provide food for their children, the Service will provide relevant nutritional information as well as suggestions for healthy food and drink choices.

If a child has special food needs e.g. cultural requirements or food allergies, the Service will work with parents to develop a plan to meet the child's needs. Parents will inform the Service of any changes.

Through the Family Handbook, parents are alerted to the Service's Nutrition Policy, and invited to contact the Co-ordinator at any time to discuss any comments, concerns or feedback in relation to the Nutrition Policy, and of their child's particular dietary requirements for health or other reasons.

### **Professional development**

Service management will ensure that Educators are provided with adequate training and instruction in relation to food handling and storage procedures.

Educators will be encouraged to attend professional development on food and nutritional related issues.

The Service will ensure that information and/or fact sheets relating to food safety and nutrition are readily available for Educators.

## Food experiences

Food will not be used in the Service as punishment or reward for children.

Educators will encourage children to learn about food and nutrition through:

- food awareness authorities being included in the Service program (e.g. Nutrition Australia);
- engaging children in conversations about healthy lifestyles and good nutrition;
- inclusion of children in Service meal routines.

Please note: This policy has been developed in accordance with recommendations from the Dietary Guidelines for Children and Adolescents in Australia (NHMRC 2003) and the Queensland Health PANOSH (Physical Activity and Nutrition in Outside School Hours Care) resource.

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## 5.3 Food Act Compliance

The Service acknowledges the implications of the Food Act 2006 on the provision of suitable snacks and/or meals provided as part of the OSHC program. Depending upon the nature of the food provided, the amount provided and the structure of the OSHC Service, the implication of the Food Act 2006 may involve the Service required to be licensed as a food handling premises.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Food Act 2006;*
- *Local Government Authority;*
- *Australian and New Zealand Food Standards – chapter 3 Food Safety Standards (Australia only);*
- *NQS Area: 2.1.3; 2.2.1; 3.1.2; 7.1.1;*
- *Policies: 4.3 – Hygiene, 5.1 – Food Handling and Storage, 5.2 – Food and Nutrition.*

## Procedures

The Food Act 2006 requires non-profit organisations who conduct a food business to be licensed with their local government if meals are sold on at least 12 days of the financial year. However, a license is not required if the meals:

- consist only of fruit, cereal, toast or similar food, or the consumer of the meal helps to prepare;
- are pre-prepared by an entity other than the organisation and are stored and heated or otherwise prepared by the organisation in accordance with directions of the meal's manufacturer; or
- are part of an educational or training activity conducted by the organisation.

Where the Service is required to be licensed as a food handling business under the *Food Act 2006*, compliance shall be monitored through the implementation of a Food Safety Supervisor and Food Safe Program.

Where the Service is exempt from becoming a Licensable Food Business under the *Food Act 2006*, services are to comply with the intentions of the Food Act 2006 by:

- ensuring food sold is safe and suitable for consumption by complying with the Australia and New Zealand Food Safety Standards;
- maintaining compliance with the National Quality Standard (not a requirement of the Food Act 2006);
- complying with the Education and Care Services National Law 2010 and Regulations 2011.

Compliance under this policy shall be self-regulated. (The Service may access and use the resource "Know Your Food Business – a self-assessment guide to the 'Food Safety Standards' available from Queensland Health <http://www.health.qld.gov.au/ph/Documents/ehu/21883.pdf>).

The Coordinator (or other appropriately delegated senior Educator) shall work through the self-audit tool annually, ensuring compliance with all necessary requirements.

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## 5.4 Food Audit

The Service acknowledges that a best practice approach to food handling, storage and hygiene must be maintained and may be achieved by conducting a food handling and safety audit of the Service. This audit may be conducted in-house using recommended resources and guidelines or by an external expert.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Duty of Care;*
- *Food Act 2006;*
- *NQS Area: 2.1.3; 2.2.1; 3.1.2; 7.1.1, 7.2.3, 7.3.2, 7.3.5;*
- *Policies: 4.3 – Hygiene, 5.1 – Food Handling and Storage, 5.2 – Food and Nutrition, 5.3 – Food Act Compliance.*

## Procedures

The Service will conduct food audits on a regular and cyclic basis. This shall be achieved through self-assessment, in accordance with the Queensland Health resource 'Know Your Food Business'.

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## 5.5 Cleaning and Sanitising

The Service acknowledges the need to provide a healthy and safe environment, equipment and workplace for Educators, children, families and visiting community members. Cleaning and sanitising is an important aspect of this process and will be applied to all areas within the Service.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Duty of Care;*
- *Work Health and Safety Act 2011;*
- *Food Act 2006;*
- *NQS Area: 2.1.3, 2.1.4; 3.1.2; 4.2.1; 7.1.2, 7.2.3, 7.3.2, 7.3.5;*
- *Policies: 4.3 – Hygiene, 4.4 – Preventative Health and Wellbeing, 5.1 – Food Handling and Storage, 8.10 – Employee Orientation and Induction.*

## Procedures

The Service shall implement a schedule of regular cleaning and sanitizing (see Appendix 10 and 11) to ensure all equipment, toys and furniture are clean and hygienic for use.

An appropriate cleaning and sanitising process shall be applied in the following 'high risk' areas/circumstances:

- bathrooms, toilets, and basins;
- first Aid Waste Management, and;
- areas where bodily fluids have been spilt.

Food preparation utensils and eating equipment shall be cleaned and sanitised in the following way:

- pre-clean – scrape, wipe or sweep away any food scraps and rinse with water;
- wash – use hot water and detergent to take off any grease and dirt, soak if needed;
- rinse – wash off any loose dirt or detergent foam;
- sanitise – use a sanitiser to kill any remaining germs;
- final Rinse – wash off sanitiser (read manufacturer instructions to see if you need to do this step);
- Dry – allow dishes to drip dry

The Service shall follow the guidelines as recommended by Queensland Health for Cleaning and Sanitising as articulated in the resource: Cleaning and Sanitising (Food Industry Fact Sheet 11) accessed 23/06/11 <http://www.health.qld.gov.au/ph/documents/ehu/14926.pdf>

For Services that have an installed dishwasher, the cleaning and sanitizing process may be undertaken by ensuring the dishwasher has:

- A properly functioning temperature-activated sanitizing cycle that has to sense a temperature of 65.6°C or above before the machine advances to the next step; or
- A water inlet temperature above 68°C if the machine has no sanitizing cycle or has a sanitizing cycle and forced airflow drying.

As articulated in the resource: Australia New Zealand Food Standards Code – Chapter 3 (Appendix 4) – Cleaning and sanitising surfaces and utensils.

Please note: This policy and procedure shall not apply to general use/general purpose areas within the Service such as tables, chairs, cupboards etc unless the above-listed circumstances apply. Food consumption areas are not considered for the intent of this policy a 'high risk' circumstance.

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## 5.6 Menu Development

The Service recognises and acknowledges the importance of providing food that is both nutritious and appropriate to the needs of the children attending OSHC. In collaboration with Educators,

children and families, a Service menu will be developed, consistent with the Australian Dietary Guidelines and inclusive of children's health/medical issues relating to foods.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Australian Dietary Guidelines (NHMRC 2013);*
- *Smart Choices Healthy Food and Drink Supply Strategy for Queensland Schools;*
- *NQS Area: 1.1.2; 1.1.3; 1.1.5; 1.2.2; 2.1.1; 2.2.1; 2.3.1; 2.3.3; 5.1.2; 5.1.3; 5.2.1; 6.1; 6.2.1; 6.3.2; 7.1.2; 7.3.2; 7.3.5;*
- *Policies: 2.11 – Including children with special/additional needs, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 3.14 – Valuing Diversity, Culture and Reconciliation, 4.10 – Anaphylaxis Management, 5.2 – Food and Nutrition, 5.3 – Food Act Compliance, 9.2 – Enrolment, 9.3 – Communication with Families, 9.6 – Parent and Community Participation.*

## Procedures

Development of the Service menu will be a collaborative effort between Educators, children and families.

Educators will guide children and families in ensuring the Service menu is healthy, balanced, varied, age appropriate and consistent with the Australian Dietary Guidelines and as far as reasonably possible, meets the needs of children with special dietary requirements.

Service menus are planned on a regular basis, using a checklist to ensure that food provided is varied and encompasses all the food groups. The Food Supervisor will ensure that the menu is displayed for families and accurately describes the food and drinks being provided by the Service.

Educators will be informed of children's food allergies and/or restrictions (including cultural or religious) through regular team meetings and our electronic communication system.

Families, children and Educators are encouraged to contribute recipes and suggestions to support a culturally diverse menu.

Educators will be provided with opportunities for professional development training relating to nutrition and food related issues.

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# POLICY GROUP SIX: Provision and Safety of Facilities

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## 6.1 Space and Facilities Requirements

The Service will provide a safe and stimulating environment which is accessible to all children and allows for their physical and psychological comfort.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Duty of Care;*
- *NQS Area: 2.1.2; 3.1.1, 3.1.3; 3.2.1; 6.1.3; 6.3.3; 7.1.1, 7.2.3;*
- *Policies: 3.1 – Educational Program Planning, 3.7 – Physical Activity, 10.3 – Budgeting and Planning.*

### Procedures

The Management Committee will ensure that the following are provided by the Service:

- indoor space of 3.25 m<sup>2</sup> of useable space per child. Indoor spaces used by children will be well ventilated, have adequate natural light and are maintained at a temperature that is safe and reasonable;
- outdoor space of 7m<sup>2</sup> of useable space per child including adequate shaded areas;
- playground equipment, swings and other large pieces of equipment are to be located over areas with soft fall surfaces recommended by recognised safety authorities;
- verandah areas may be included as either indoor OR outdoor space and only with the written approval of the Regulatory Authority;
- adequate toilet, hand washing and drying facilities for children and Educators and in particular that:
  - by location and design, allow for safe use by the children and;
  - allow convenient access from both indoor and outdoor areas.
- facilities that cater for soiled clothing including hygienic storage and inaccessibility to children;
- adequate facilities that cater for the safe handling, preparation, storage and disposal of food and beverages;
- sufficient furniture, materials and equipment that are developmentally appropriate, inclusive and adaptable to ensure participation by every child in the program.

Adequate administrative space and facilities for the purposes of:

- conducting the administrative functions of the Service, and;

- Private and personal conversations with families;
- Providing respite for Co-ordinators, Educators and/or volunteers.

The Co-ordinator will, in conjunction with the Management Committee, ensure that the following are available at the Service:-

- a telephone located inside the premises or one that is accessible at all times;
- storage space close to play areas, with at least one lockable cupboard for valuable equipment;
- storage for Educator personal belongings;
- area to display children's artwork and a notice area for parents;
- equipment and resources displayed in such a way that children can access them independently;
- a space for children to put their lunch/coat/bags etc;
- adequate lockable storage facilities for equipment, tools, first aid kit, medication and poisonous and dangerous substances;
- lockable cupboard or filing cabinet for all child and family information (including enrolment forms), Educator records and any other confidential records;
- adequate space for children to engage in rest and/or quiet experiences.

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## 6.2 Provision of Resources and Equipment

The Service recognises the importance of providing resources and equipment that are safe and suitable to the developmental and recreational needs of the children in care. When purchasing resources and/or equipment consideration will be given to the ages, skills and abilities as well as the area in which the resources/equipment are to be used.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Duty of Care ;*
- *See relevant Australian Standards on equipment in the Service;*
- *NQS Area: 1.1.5; 1.2.2; 2.2.2; 3.1.1, 3.1.3; 3.2; 3.3; 6.1.2; 7.3.5;*



- Policies: 3.1 - Educational Program Planning, 3.7 – Physical Activity, 3.9 – Creative and Expressive Arts, 4.4 – Preventative Health and Wellbeing, 6.1 Space and Facilities Requirement, 6.3 – Workplace Health and Safety.

## Procedures

Care will be taken when purchasing equipment to ensure it complies with relevant Australian Standards (available from Standards Australia) and is suitable for the purpose for which it is intended.

Equipment provided will be appropriate to the interest, developmental and cultural needs of the children, is flexible and able to be rearranged or adjusted to provide additional interest, variety, challenge and support the inclusion of children with special/additional needs.

Children will be encouraged to access outdoor areas which include natural elements such as trees, plants, edible gardens, sand, rocks, mud and water.

Safe storage and shelving will be provided to allow children to independently access equipment and resources.

The Co-ordinator will ensure that a wide range of real, commercial, natural, recycled and simple homemade materials are provided to support the children's learning in a range of ways.

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## 6.3 Workplace Health and Safety

For the protection of children, Educators, Management, and the Service as a whole, the Service will ensure that its equipment, facilities and premises are safe and clean in keeping with the requirements of the *Work Health and Safety Act, 2011*. See also Policy 7.1- Emergency Equipment and Facilities, for specific obligations relating to Emergency equipment and facilities. The Service promotes health and safety awareness for all people involved in the Service. Policies and Procedures are developed and monitored to reflect safe work practices.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*;
- *Duty of Care*;
- *Work Health and Safety Act 2011, Manual Tasks Code of Practice 2010, Hazardous Substances Code of Practice 2003, Manual Tasks Involving the Handling of People 2001*;
- *Fire and Rescue Service Act 1990 and Building Fire Safety Regulation 2008 (Queensland), Electrical Safety Act 2002*;

- NQS Area: 2.3.2, 2.3.3; 3.1.1, 3.1.2; 3.2.1, 4.2.1; 7.1.1, 7.1.2; 7.2.1, 7.2.2; 7.3.1, 7.3.2, 7.3.5;
- Policies: 4.4 – Preventative Health and Wellbeing, 6.1 Space and Facilities Requirement, 6.2 – Provision of Resources and Equipment, 8.10 – Employee Orientation and Induction, 10.9 – Risk Management and Compliance.

## Procedures

The Co-ordinator shall be responsible to act as the Health and Safety Representative for the Service, or to ensure that there is, at all times, an Educator or other appropriate person in relation to the Service who is designated in this position, and who shall report directly to the Co-ordinator.

If the Co-ordinator or another team member of the Service is acting in the role of Health and Safety Representative, the Co-ordinator shall ensure that person has adequate time, education/training and resources to ensure that she/he is able to fulfill the role as required by the legislation.

The Health and Safety Representative shall:

- maintain, in a safe and accessible place, up-to-date records and materials required by the legislation and shall be required to provide them to the Co-ordinator on request;
- regularly check the website or other resources of the Queensland Department of Justice and Attorney General at <http://www.deir.qld.gov.au/workplace>;
- monitor Educator practices and ensure up to date information is distributed;
- make recommendations to management on how to improve current systems;
- ensure equipment is arranged with consideration to its purpose and in relation to other areas of play space.

The Educator Handbook and orientation/induction processes shall contain up-to-date information on the legislative requirements for workplace health and safety.

## Dangerous Substances

The Co-ordinator must ensure that:

- all poisons, disinfectants, corrosive substances and other poisonous and dangerous substances and items are marked in their original containers, kept out of reach of children and placed in a child proof storage facility;
- unused or unnecessary substances are disposed of in a safe manner;
- all hazardous substances have a MSDS (Material Safety Data Sheet) obtained from the manufacturer which will be kept close to the storage of the product. All hazardous substances are recorded in a register, including a copy of the relevant MSDS. A MSDS is to be completed immediately when handling or using a new hazardous substance;
- storage of medications and Service first aid kit/s, are locked and accessible to Educators but not to children.

## Maintenance

The Co-ordinator will be responsible to ensure that the Service has adequate heating, ventilation and lighting at all times.

The Co-ordinator will ensure that Educators remove from use and have repaired or replaced as soon as possible, all equipment that is faulty or broken.

Regular periodic inspections of the Service building and surrounding areas will be conducted using Safety Checklist Outdoor areas and identifying areas such as car parks, gardens and pathways etc.

Regular periodic inspections of all playground equipment will be conducted using the Safety Checklist: Outdoor areas (see Appendix 6 Page 263).

Prior to use each day, Educators will check all outdoor equipment to ensure it is safe for use, free from items which may cause injury, and is free from splinters and spiders.

Hazards identified from these safety checklists (see Appendix 6 ) will be brought to the Co-ordinators attention by the Educator. The Co-ordinator will complete a Hazard/Maintenance Register form (see Appendix 17) and forward it to the relevant authority (school and/or Management Committee).

Sandpits will be raked prior to use to check for any animal faeces and any potentially dangerous objects.

Facilities and equipment which are assessed to have potential for injury will not be used or action will be taken to allow safe usage. All Educators will be instructed on any restrictions necessary on use of equipment or areas.

Educators will be aware of the location of the power board and how to access the circuits used by the Service.

In regards to electrical equipment, the Co-ordinator will be responsible to ensure that:

- specified electrical equipment is inspected, tested and tagged by a competent person at prescribed intervals and immediately withdrawn from use if it is not safe to use; OR
- specified electrical equipment is connected to a type 1 or 2 safety switch. The safety switch must be tested at prescribed intervals and withdrawn from use if not working properly.

Educators will be instructed in the safe use and storage of electrical equipment associated with their work.

The Co-ordinator shall ensure that all fire safety equipment (extinguishers and blankets) are maintained in accordance with the Building Fire Safety Regulation 2008.

### **Manual Handling**

Information regarding appropriate lifting and manual handling techniques will be made accessible to Educators through the orientation and induction process.

Educators must inform the Co-ordinator if they have any medical or health issues that may place them at risk of injury when lifting or moving people/objects.

### **Sharps/Dangerous Objects**

'Sharps' refers to any object that can pierce or penetrate the skin easily, including needles and/or broken glass.

As part of the Service daily safety checklists, Educators may be required to dispose of needles/sharp hazards that are found in playground and sandpit areas as well as clean up broken glass that may be contaminated with blood.

The Co-ordinator will put together a sharps disposal kit consisting of disposable gloves, appropriate tongs and a strong puncture proof plastic container with a screw top lid.

For the collection and disposal of needles and/or dangerous objects:

- place the container (with lid off) on the ground near the hazard;
- use gloved hand or tongs to pick up the needle/syringe by the barrel at the end away from the needle. For other dangerous objects, take care when picking them up;
- place the needle/syringe sharp end first into the container. Do not hold the container while you do this. For other dangerous objects, carefully place them into the container. Replace the lid and seal tightly;
- dispose of the container by putting in the wheelie bin or taking it to a public sharps disposal bin.

If you are injured by a used needle:

- wash with running water and soap as soon as possible;
- apply a sterile waterproof dressing such as a bandaid;
- seek medical advice from your doctor, local health centre or Hospital;
- follow the safe disposal procedures as above and take the needle or syringe with you to the doctor.

Manual Handling Reference: Enable Consultation Services Research and Publishing Unit. Manual Handling and People Transfers for Workers and Other People Movers.

Sharps/Dangerous Objects reference: Healthy Living NT, Safe Sharps Disposal fact sheet, <http://www.healthylivingnt.org.au/content/?action=getfile&id=235>

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## 6.4 Shared Facilities

The Service actively strives to protect the rights, dignity and safety of all people and groups who use the shared facilities of the school community.

Management will endeavour to achieve this through the implementation of the following procedures. These procedures are to be implemented should there be a need for the facilities to be shared with other people or groups during the OSHC Service operating hours.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Duty of Care ;*
- *Commission for Children and Young People and Child Guardian Act 2000;*
- *NQS Area: 2.3.1, 2.3.2; 3.1.3; 3.2.1; 7.1.1, 7.1.2; 7.3.4;*
- *Policies: 4.4 – Preventative Health and Wellbeing, 6.1 Space and Facilities Requirement, 6.2 – Provision of Resources and Equipment, 6.3 – Workplace Health and Safety.*

## Procedures

These share arrangements shall be clearly articulated within the OSHC Service agreement between the school and the Service and will include information surrounding:

- communication between the school and the Service in regard to shared arrangements;
- the storage and packing arrangements for equipment and materials used in the shared space;
- the accessible entries and exits to the shared space by the Service including emergency exits;
- evacuation and lockdown procedures for shared facilities;
- the accessible amenities to be used by the Service and those available to the public;
- telephone access while using the shared space;
- cleaning and maintenance requirements;
- security and closing procedures for the shared space detailing Service and public responsibility; and
- communication strategies for external users of the shared facility.

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## 6.5 Use and Maintenance of Air Conditioning

The Service recognises and understands the need to maintain a healthy and safe environment for children and Educators while at the same time valuing the need to ensure that the air conditioning operates with minimum impact on the environment.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Duty of Care ;*
- *Work Health and Safety Act 2011;*
- *Environmental Protection Regulation 1998;*
- *NQS Area: 2.1.2; 3.1.2;*
- *Policies: 4.4 – Preventative Health and Wellbeing, 6.1 – Space and Facilities Requirements, 6.3 – Workplace Health and Safety.*

## Procedures

The Service shall operate the air conditioner to cool and/or heat the space to ensure the environment is comfortable and suitable to maintain the well being and safety of children and Educators.

The air conditioner shall be set at a reasonable temperature at all times it is in use. For energy efficiency the recommendation is 23 °c.

Educators will ensure that, before the air conditioning is turned on, windows will be closed for energy efficiency.

Regular maintenance shall be carried out on the system/s by a reputable contractor where a Service report shall be required.

Regular cleaning of the air conditioner unit dust filters will be conducted and included as part of the Service cleaning schedule.

Aesthetics and safety shall be considered for all new air conditioning installations.

For Services operating within an Education Queensland school site, air conditioning installation requirements can be found in the 'Schools Manual for the Solar and Energy Efficiency in Queensland State Schools Program' available at

<http://education.qld.gov.au/facilities/solar/pdfs/school-manual.pdf>

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## 6.6 Management of Poisonous Plants and Fungi

The Service understands the need to maintain a healthy and safe environment for children and Educators while at the same time valuing the aesthetic appeal of the natural environment. A number of plants and fungi are known to be poisonous to people and may pose significant risk if consumed, or in some cases handled. The Service shall endeavour to ensure the environment is free of potentially poisonous plants and fungi.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Duty of Care;*
- *Work Health and Safety Act 2011;*
- *Plants and Fungi Poisonous to People in Queensland;*
- *NQS Area: 2.3.2; 7.1.1;*
- *Policies: 4.4 – Preventative Health and Wellbeing, 6.1 – Space and Facilities, 6.3 – Workplace Health and Safety.*

### Procedures

The Service shall maintain a current copy of the Queensland Government Resource "Plants and fungi poisonous to people in Queensland" produced by the Queensland Health Environment Protection Agency. This resource will be made accessible to and discussed with all members of staff and Management. This resource is available at

[http://www.health.qld.gov.au/poisonsinformationcentre/plants\\_fungi/default.asp](http://www.health.qld.gov.au/poisonsinformationcentre/plants_fungi/default.asp)

The Service shall keep in a visually accessible location the number for the Poisons Information Centre 131 126.

The Service environment will be maintained free from poisonous plants and fungi through:

- negotiating with land owners, particularly where the space is shared, the removal and planting of suitable trees, plants and shrubs;
- regularly checking the Service environment for growth of potentially poisonous plants, in particular weeds and fungi;
- immediately removing any recognised poisonous plants from the Service environment using appropriate gardening gloves and tools and disposing of these in a safe manner.

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# POLICY GROUP SEVEN:

## Emergencies

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### 7.1 Emergency Equipment and Facilities

Personal safety and security of children, Educators and volunteers (all persons on the premises) are of prime importance while in attendance at the Service. The Service therefore takes a proactive approach to managing emergencies, developing emergency procedures and equipping educators and children with sound knowledge of them.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Duty of Care;
- Work Health and Safety Act 2011, Building Fire Safety Regulation 2008;
- NQS Area: 2.3.1, 2.3.2, 2.3.3; 3.1.2; 7.1.1, 7.1.2; 7.3.5 ;
- Policies: 4.1 – General Health and Safety, 6.1 – Space and Facilities Requirements, 6.3 – Workplace Health and Safety, 7.2 – Drills and Evacuations, 7.4 – Fire Safety Compliance.

### Procedures

Smoke alarms are fitted in each building and will be tested regularly in accordance with the manufacturer's instructions.

Service Management in conjunction with the Health and Safety Representative (see Policy 6.3 – Workplace Health and Safety) will be responsible to ensure that:

- there is a signal for sounding warnings of an emergency;
- exits are easily opened and clearly marked with evacuation plans;
- there are appropriate fire extinguishers, properly installed and maintained and that Educators have basic training in the use of the fire blankets and fire extinguishers kept at the venue. Locations will be clearly indicated by appropriate signage.
- the Service calls upon the advice of the Queensland Fire Service (or another appropriate Authority) to provide up-to-date information on the appropriate measures which are required to comply with this aspect of this Policy.

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## 7.2 Drills and Evacuations

The Service acknowledges the need to ensure that Educators and children are aware of, and understand, evacuation and other procedures in the case of an emergency. The Service therefore takes a proactive approach through the regular implementation of practice drills and evaluations.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Duty of Care;*
- *Work Health and Safety Act 2011;*
- *NQS Area: 2.3.1, 2.3.2, 2.3.3; 4.2.1; 7.1.1, 7.1.2; 7.2.3; 7.3.1, 7.3.2, 7.3.3, 7.3.5;*
- *Policies: 6.3 – Workplace Health and Safety, 7.1 – Emergency Equipment and Facilities, 7.4 – Fire Safety Compliance, 8.10 – Employee Orientation and Induction.*

### Procedures

Emergency evacuation procedures will be clearly displayed near the entrance of each room at the Service.

Educators must ensure that all exits are kept clear and unlocked to enable a quick departure. This will be included on the daily safety checklists and will be marked each day if compliant. Any comments or issues relating to these preventative measures will be noted on the checklist and brought to the attention of the Co-ordinator.

Emergency evacuation and lockdown procedures will be carried out at least once a term for Before and After School Care and at the beginning of each Vacation Care program. This drill will occur on different days of the week so that all Educators and children are familiar with the procedures.

Emergency telephone numbers will be clearly displayed within the Service.

For these emergency situations, Educators will have access to a telephone outside of the room.

In an emergency situation, the Educator who first discovers the emergency will alert Educators and children by calmly saying 'EVACUATE. THIS IS AN EVACUATION'.

The Co-ordinator, or in her/his absence, any other Educator, will take charge of the situation and/or delegate others to:-

- telephone the relevant emergency number;
- check and evacuate all rooms including the toilets, storage rooms and near-by buildings on the premises;
- collect daily roster to account for all employees;
- collect sign-in sheets and parent contact numbers;
- collect first aid kit;

- close all doors and windows (only if able) to help to contain the fire (if relevant);
- once at the designated assembly area, check the roll to make sure that all children and staff are accounted for.
- attempts to extinguish fires will occur only when the room is evacuated, if the fire is very small, and the person trained in using the extinguisher is in no immediate danger.
- no one will re-enter, nor be permitted to re-enter, a building in which there is or has been a fire, under any circumstances, unless and until the emergency Service advises that it is safe to do so.

### **Bomb Threat**

In the event of a bomb threat, the following information will be recorded by the person who answers the call, on the 'bomb threat checklist' (see Appendix 12):

- time and date of the call;
- the wording of the threat;
- other specific details.

DO NOT hang up the phone, without alerting the caller; indicate for another person to use a separate phone to call police to report the threat.

Implement an evacuation of the building according to the Services' emergency evacuation procedure.

When safe, complete an incident report on the situation, attach the bomb threat checklist and forward to Management.

### **Evaluation**

An 'evacuation evaluation form' (see Appendix 13 ) is to be completed by the Co-ordinator or Health and Safety Representative as soon as possible after the drill.

Issues identified through this evaluation will be discussed at the next team meeting. Feedback should also be provided to the children.

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## **7.3 Harassment and Lockdown**

The Service acknowledges the need to ensure that educators and children are aware of, and understand, evacuation and other procedures in the case of an emergency. The Service therefore takes a proactive approach through the regular implementation of practice drills and evaluations.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Duty of Care;*
- *Work Health and Safety Act 2011;*
- *NQS Area: 2.3.1, 2.3.2, 2.3.3; 4.2.1; 7.1.1, 7.1.2; 7.3.1, 7.3.2, 7.3.3, 7.3.5;*
- *Policies: 6.3 – Workplace Health and Safety, 7.1 – Emergency Equipment and Facilities, 7.2 – Drills and Evacuations, 7.4 – Fire Safety Compliance, 8.10 – Employee Orientation and Induction.*

## Procedures

In the event of harassment or unauthorised persons refusing to leave the premises the Co-ordinator, or in their absence, any other Educator, will initiate the following drill:-

- the Educator or child (if appropriate) being harassed, or the closest observer of the child or other Educator being harassed, will calmly give the signal, "LOCKDOWN, THIS IS A LOCKDOWN" or 'Clinton to the (where the threat is)'.
- the Co-ordinator or other person, who receives the signal, will calmly and quietly inform other educators of the need to move the children to safety.
- the Co-ordinator, or any other Educator, will immediately obtain and if possible record relevant information (e.g. physical descriptions, car registration etc) on a Service incident report;
- an Educator will witness and provide back-up for the Co-ordinator but only if it does not place that person in a position of unacceptable risk or harm to themselves, to any child or to others;
- in the event of an internal threat (intruder, bomb and/or behaviour issue) where children are to be escorted to an outside area, once the prearranged signal has been acknowledged:
  - an Educator will telephone the relevant emergency number;
  - an Educator will check and evacuate all rooms including the toilets, storage rooms and near-by buildings on the premises;
  - an Educator will collect sign-in sheets and parent contact numbers;
  - collect daily roster to account for all employees;
  - an Educator will close and lock all doors and windows (only if appropriate and able to do so);
  - once at the designated assembly area, an Educator will check to make sure that all children and Educators are accounted for including children who have already been signed out and have been collected.

In the event of an external threat (intruder, fire, bomb, gas leak) where children are to be escorted inside, once the prearranged signal has been acknowledged, the following drill will be initiated:

- Educators will calmly and quietly move the children to safety inside the room, checking the toilets, storage rooms and near-by buildings;
- all doors, windows and curtains will be shut and locked (if safe to do so);
- an Educator will check the roll to make sure that all children and educators are accounted for including children who have already been signed out and have been collected;
- Educators will encourage children to sit quietly.

During all such drills, Educators are to calm the children and provide them with suitable games and activities as far as reasonably possible.

The Co-ordinator or Health and Safety Representative will call 000 for back up if the drill is an actual emergency.

No one will leave, nor be permitted to leave, the area in such a drill until the Co-ordinator is satisfied that it is safe to do so.

At no time will Educators try to physically remove an unwanted visitor.

All threatening situations will be evaluated (see Appendix 14 ) as soon as possible after the event and any necessary modifications or enhancements to these procedures made accordingly.

| <b>Date of Development/review</b> | <b>Date Ratified</b> | <b>Date to be Reviewed</b> |
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## 7.4 Fire Safety Compliance

In order to ensure the safety and wellbeing of children, families and Educators, the Service recognises the need to ensure that systems, equipment and premises comply with the regulatory requirements in relation to fire safety. Management will ensure educators are aware of their responsibilities in relation fire safety.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Duty of Care;*
- *National Construction code 2011 - Building Code of Australia, volume 1 (class 1 – 9 buildings);*
- *Fire and Rescue Service Act 1990, Building Fire Safety Regulation 2008;*
- *NQS Area: 2.3.2; 7.1.1, 7.1.2; 7.3.2, 7.3.5;*
- *Policies: 6.3 – Workplace Health and Safety, 7.1 – Emergency Equipment and Facilities, 7.2 – Drills and Evacuations, 8.10 – Employee Orientation and Induction, 10.9 – Risk Management and Compliance.*

## Procedures

Management will ensure that the premises used by the Service are compliant with Building Fire Safety Regulations 2008 (Queensland).

The Co-ordinator and/or Health and Safety Representative will be responsible to:

- keep emergency exits clear and unlocked at all times;
- ensure emergency evacuation signs and posters are displayed, including a site map showing the position/location of the building on the grounds, the assembly points and the routes to them;
- have a developed evacuation procedure;
- conduct emergency evacuation drills on a regular basis;
- ensure fire safety equipment is maintained regularly.

| <b>Date of Development/review</b> | <b>Date Ratified</b> | <b>Date to be Reviewed</b> |
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## 7.5 Extreme Weather

The Service acknowledges that extreme weather conditions could pose significant risk to children and Educators attending the Service during operating hours therefore precautions to ensure the health and wellbeing of children and Educators will be implemented. Extreme weather conditions may include excessive heat, bushfires, torrential storms, floods, hail stones and/or snow.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act 2010 and Regulations 2011;*
- *Duty of Care;*
- *NQS Area: 2.3.2; 2.3.3; 5.1.3; 5.2.3; 7.1.2; 7.3.2; 7.3.5;*
- *Policies: 3.1 – Educational Program Planning, 3.3 – Educator Practices, 3.7 – Physical Activity, 3.12 – Sustainability Practices, 4.8 – Sun Safety, 6.5 – Use and Maintenance of Air Conditioning, 7.1 – Emergency Equipment and Facilities, 7.2 – Drills and Evacuations, 9.3 – Communication with Families, 10.9 – Risk Management and Compliance.*

## Procedures

In relation to extreme weather events, the Service will take its lead predominantly from the school, weather warnings and forecasts. Therefore if the school in which the Service is located is closed, the OSHC Service may also be closed.

The Co-ordinator will be responsible to ensure that the heating and cooling requirements of the service are adequate and maintained at an acceptable temperature.

In the case of extreme weather events and possible power outages, the Co-ordinator will ensure a 'storm pack' including a torch, batteries and a small radio is readily accessible to educators. The Co-ordinator will ensure the service mobile phone is accessible to Educators, when required.

The Co-ordinator will ensure that risk assessments are conducted for identified extreme weather events with control measures identified. Educators will be required to read and sign all risk assessments.

During times of hot weather, Educators and children will be encouraged to:

- follow the service's Sun Safety Policy by wearing sun smart clothing, a broad brimmed or legionnaires hat and applying sunscreen;
- drink fluids more frequently throughout the session, particularly cold water;
- keep cool by wrapping a bandana or washer around their neck or using a mist bottle to spray themselves;
- staying indoors, preferably in an air-conditioned or well-ventilated building with fans and open windows;
- limit strenuous outdoor activities by conducting games and activities indoors or in shaded areas outdoors.

During times of inclement weather, Educators and children will be encouraged to:

- conduct games and activities indoors or in an undercover area outdoors.

If an extreme weather event occurs during Service operating hours, the Co-ordinator will:

- monitor the situation using local radio or other social media;
- ensure Educator and children's safety by remaining indoors or in an area that is deemed safe.

If, during normal operating hours, closure of the Service is expected as the result of an extreme weather event, the Co-ordinator will:

- contact Management to make them aware of the situation;
- contact families to arrange collection of their child;
- ensure the regulatory authority and relevant government agencies such as DEEWR are notified of closure as soon as practical.

| <b>Date<br/>Development/review</b> | <b>of</b> | <b>Date Ratified</b> | <b>Date</b>     | <b>to</b> | <b>be</b> |
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|                                    |           |                      | <b>Reviewed</b> |           |           |
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# POLICY GROUP EIGHT:

## Educators, Staff Members and Volunteers

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### 8.1 Role and Expectations of Educators

The Service encourages the building of skilled, qualified, motivated Educators who are provided with adequate resources, training and support enabling them to engage in their role effectively as the Educators of children at the Service.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Commission for Children and Young People and Child Guardian Act 2000;*
- *Duty of Care;*
- *NQS Area: 1.1.5, 1.1.6; 1.2; 2; 3; 4.1; 4.2; 5; 6.2.1; 6.3.2; 6.3.4; 7.1; 7.2; 7.3.1, 7.3.5;*
- *Policies: 2.1 – Respect for Children, 2.3 – Educator Ratios, 3.3 – Educators Practice, 8.3 – Recruitment and Employment of Educators, 8.8 – Employee Performance Monitoring, Review and Management, 8.10 – Employee Orientation and Induction.*

### Procedures

**\*\*Please Note\*\*** For the purposes of this policy document the terms Co-ordinator and Nominated Supervisor have been used interchangeably as the roles and responsibilities of each position are similar.

The Service shall require that all persons employed (whether for financial remuneration or as volunteers) in the Service are fit and proper to undertake the work for which they are engaged in the Service. It shall be a condition of all employment (including for volunteers) that their employment ceases immediately if they cease to be fit and proper for any reason.

The Education and Care National Law 2010 states that an Approved Provider must not operate a Service without a Nominated Supervisor for that Service. Educators who hold a Supervisor Certificate are eligible, with their consent, to be the Nominated Supervisor of a Service.

As the person responsible for the day-to-day management of an Approved Service, a Nominated Supervisor has a range of responsibilities including (but not limited to):

- ensuring educational programs are delivered in accordance with approved frameworks, based on the developmental needs of children and designed to take into account the individual differences of each child;
- ensuring children are adequately supervised, not subject to inappropriate discipline and protected from harm or hazards;
- ensuring food and beverages provided by the Service are healthy, nutritious and are chosen with regards to the dietary needs of children attending;

- ensuring appropriate health and hygiene practices are developed, implemented and practiced by Educators and children;
- ensuring the prescribed levels of Educator to child ratios are met and each Educator at the Service meets the qualification requirement relevant to their role.

A person is considered fit and proper if, in the reasonable opinion of the Nominated Supervisor (or other appropriate delegate of the Approved Provider of the Service) they:

- are capable of providing an adequate standard of child care in the school age care setting;
- are of good character and suitable to be entrusted with the care and protection of children; and
- have obtained and given to the Approved Provider of the Service, as appropriate, a current positive suitability notice (or copy of paid application), under the Commission for Children and Young People Act, 2000.

The Approved Provider shall ensure that all Educators have a current position description detailing their role and duties as per their position.

The Co-ordinator shall ensure that Educators are fully informed of the Policies and Procedures of the Service, including all changes to them, by providing an Educator Handbook and appropriate forums to provide feedback and ideas to the Co-ordinator for the ongoing improvement of the Service.

The Co-ordinator shall ensure that there is an up-to-date copy of the *Education and Care Services National Law 2010 and Regulations 2011* at the Service (refer to [www.acecqa.gov.au](http://www.acecqa.gov.au) to obtain a copy) for reference by Educators and so that Educators are made and kept aware of its relevance and application to them.

The Co-ordinator shall convene regular meetings with Educators to keep them informed of all matters of concern relating to the Service which it is relevant or necessary for them to know in order to do their job confidently. Minutes of these meetings will be recorded.

Educators will not be permitted to consume alcohol, drugs or cigarettes, or be affected by them during the hours children are in their care.

Educators who require regular medication will hold a medical certificate that confirms their ability to care for children.

Educators have a responsibility to:

- adhere to the Policies and Procedures of the Service as well as any direction given by the Co-ordinator in relation to their job role;
- actively supervise children in all areas of the Service by being within sight and/or hearing distance;
- respect the diversity of all children's backgrounds and abilities and accommodate the individual needs of each child;
- foster all children's self-esteem and confidence, empowering them to make choices and guide their own play;



- promote children's sense of belonging, connectedness and wellbeing by interacting in a consistently positive and genuinely warm and nurturing manner;
- treat all children equitably and respond positively to all children who require their attention;
- communicate with children respectfully, taking the time to listen and value what they say;
- work collaboratively to challenge, support, reflect and learn from other Educators in order to further develop own skills and practices;
- consistently implement and reflect on individual practices as documented in the 'My Time, Our Place' Framework for School Age Care:
  - Holistic Approaches;
  - Collaboration with Children;
  - Learning Through Play;
  - Intentionality;
  - Environments;
  - Cultural Competence;
  - Continuity and Transitions;
  - Evaluation for Well-being and Learning.
  - Educators have a right to:
    - Be respected;
    - Be treated courteously by children, parents and other educators;
    - Work in a safe, clean and supportive environment;
    - Be valued and supported as a professional;
    - Be offered professional development opportunities;
    - Have ideas and opinions valued.

| <b>Date of Development/review</b> | <b>Date Ratified</b> | <b>Date to be Reviewed</b> |
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## 8.2 Educational Leader

The Service acknowledges the need to have a suitably qualified and experienced Educator to lead the development of the program and to ensure the establishment of clear goals and expectations for teaching and learning. The Nominated Supervisor (if not the Educational Leader) will oversee the development and implementation of the educational program for the Service.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Commission for Children and Young People and Child Guardian Act 2000;*
- *Duty of Care;*
- *NQS Area: 1; 2.2.2; 3.1.3; 3.2; 3.3; 4.2; 5.2.1, 5.2.3; 6.1.2, 6.1.3; 6.2.1; 6.3; 7.1; 7.2; 7.3.1, 7.3.2, 7.3.3, 7.3.5;*
- *Policies: 2.1 – Respect for Children, 2.3 – Educator Ratios, 3.3 – Educators Practice, 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.8 – Employee Performance Monitoring, Review and Management, 8.10 – Employee Orientation and Induction, 10.1 – Quality Compliance, 10.5 – Approval Requirements under Legislation.*

## Procedures

The Approved Provider must nominate a suitably qualified Educator as the Educational Leader for the Service.

The Educational Leader will be responsible to:

- lead the development of the Service program, using the approved learning framework to inform and guide children's learning and development, and ensuring that clear goals and expectations have been established;
- ensure that curriculum decision making is informed by the context, setting and cultural diversity of the families and the community;
- ensure that the foundation for the program is based on the children's current knowledge, ideas, culture and interests;
- ensure that each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluating;
- ensure that critical reflection and evaluation of children's learning and development is used for planning and to improve the effectiveness of the program;
- mentor Educators in the implementation of the program, provide professional support to assist with further skills and knowledge and provide opportunities for ongoing reflection and feedback on current practices.
- ensure that families have opportunities and support to be involved in the program and Service activities as well as contributing to the review of Service policies and decisions.

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## 8.3 Recruitment and Employment of Educators

The Service strives to follow its transparent processes to employ Educators who are qualified and appropriate for the position. The Service also strives to be an equal opportunity employer. To ensure the best possible outcomes through the recruitment and selection process, it is essential to implement procedures and follow practices to ensure suitable candidates for positions are employed.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Family and Child Commission Act 2014;*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011;*
- *Anti-Discrimination Act 1991 (Qld);*
- *Relevant Industrial Award/Agreement;*
- *Fair Work Act 2009 and National Employment Standards (for Services not operated by P&C Associations);*
- *Duty of Care;*
- *NQS Area: 4.1; 4.2.1; 7.1; 7.3.1; 7.3.2; 7.3.5;*
- *Policies: 2.3 – Educator Ratios, 3.3 – Educators Practice, 8.1 – Role and Expectations of Educators, 8.2 – Educational Leader, 8.10 – Employee Orientation and Induction.*

## Procedures

### Definitions

'Equal Employment Opportunity (EEO)': is ensuring that all employees are given equal access to promotion, appointment or other employment related issues without regard to any factor not related to their competency and ability to perform their duties.

'Discrimination': is treating an individual with a particular attribute less favourably than an individual without that attribute or with a different attribute under similar circumstances. It can also be seeking to impose a condition or requirement on a person with an attribute who does not or cannot comply while people without that attribute do or can comply.

### Service Responsibilities

Application of this policy complies with relevant legislation and is designed to facilitate the creation of a workplace culture that maximises performance through employment decisions. Employment decisions are based on real business needs without regard to non-relevant criteria or distinctions and will ensure that all decisions relating to employment issues are based on merit.

Every potential applicant/employee will be given a fair and equitable chance to compete for appointment, promotion or transfer and to pursue their career as effectively as anyone else at the Service. Consistent with this, the Service will not condone and will regard as unfair, any form of unlawful discrimination or vilification including (but not limited to) that which relates to:

- marital/domestic status, family responsibilities;
- disability or physical features;
- race, colour;
- religious belief or activity;
- sexuality and sexual preferences;
- medical record.

Vacant permanent part-time positions may be offered internally if the Approved Provider or OSHC Management Committee, in conjunction with the Co-ordinator/Nominated Supervisor feel there is a suitable candidate. All decisions relating to promotion and career development will be made without regards to any matters other than the individual's inherent capacity and ability to carry out the position including their performance history.

If there are no suitable candidates for internal appointment, the position will be advertised through appropriate agencies or sources including:

- local and District Newspapers;
- appropriate Websites including student employment via Tertiary institutions;
- school Newsletters.

Suitable advertisements should include a description of the position, hours/days required, personal/professional attributes and appropriate qualifications, closing date for applications and Service address. Written applications should include a cover letter, resume and selection criteria where appropriate. (Particularly in relation to the recruitment of permanent positions such as the Coordinator, Assistant Coordinator and other positions as applicable.)

Applications received by the due date shall be reviewed by the Co-ordinator and Management. Suitable candidates should then be called to arrange an interview. A letter/email confirming receipt of the application shall be sent to unsuitable applications to inform them that their application has not met with the selection criteria.

Unsuccessful interviewees will be notified as soon as possible by a nominated person on the interview panel and will be followed up with written correspondence if applicable.

The interview process will include a panel of up to three key personnel made up of either:

- Management representatives;
- Service Representatives.

Selection criteria and interview questions based on requirements for the position will be reviewed prior to the interview date by the selection panel.

The selection panel shall conduct the interview in a professional manner, using questioning techniques to ascertain the candidates' suitability for the position. All decisions relating to appointment will be made without regards to any matters other than the individual's inherent capacity and ability to carry out the position. Should the panel be unable to agree on a suitable candidate, then further interviews may be required.

Educators will only be employed (including as volunteers) if, after reasonable enquiries, including reference checks by the Co-ordinator (or the Management Committee in the case of employment of the Co-ordinator) they are considered/deemed appropriate for the job, as contemplated by the Role and Expectations of Educators Policy (see Policy 8.1).

Suitable candidates shall be contacted by a member of the selection panel to come in for a trial session and if suitable to make offer of the available position and to negotiate starting dates and inform of the orientation and induction process.

A written letter of offer will be sent to the successful applicant informing them of the decision.

Certified copies of staff qualifications, suitability notices and first aid qualifications will be requested and kept confidentially by the Service in individual employee files.

Casual Educators may be employed and/or dismissed at the Co-ordinators discretion. The 'reasonable enquiries' required for employing casual Educators will include (but not be limited to):

- requesting an appropriate resume from the candidate, including three professional/character referees;
- the Co-ordinator interviewing the candidate;
- contacting at least two referees to check the person's character;
- completion of validation of blue card form;
- obtaining a copy of the appropriate qualifications of the person for the relevant job.

After being selected for a job, whether as a paid employee or a volunteer, the person will be given a written job description and terms of employment (for paid employees), Educator handbook and access to a full copy of the Service Policies and Procedures.

The successful candidate will be required to sign an employment agreement stating that:

- they have received and agree to accept the job on the basis of the materials given to them; and
- agree to observe strictly the Policies and Procedures of the Service, as amended from time to time.

All new Educators (including volunteers) will be given an induction session by the Co-ordinator or other suitable Educator nominated by the Co-ordinator, to ensure they are aware of (and where relevant) obtains copies of:

- their terms of employment or engagement (including role description);
- relevant pay award;
- all Policies and Procedures (including grievance procedures);
- information about the philosophy and goals of the Service;
- the Educator Handbook;
- National Quality Standards for Education and Care Services;
- "My Time, Our Place" Framework for School Age Care
- the physical facilities of the Service;
- the other Educators in the Service and their roles;
- the Duty of Care owed by Educators of a School Age Care Service to children and others; and
- any other matters which are necessary to enable the Educator to properly do their job within the Service, or which they reasonably wish to know.

The Co-ordinator shall, in conjunction with Management and Educators, review the relevant job descriptions and any other requirements relating to the job, against performance indicators which have been previously agreed upon, at least once each year and shall ensure that any resulting changes to the job description, performance indicators or terms of employment are recorded, and accepted by both parties.

The Management Committee shall review the job description of the Co-ordinator and any other requirements relating to the job against agreed performance indicators, at least once each year and shall ensure that any resulting changes to the job description, performance indicators or terms of employment are recorded, and accepted by both parties.

The Co-ordinator and/or the Management Committee shall ensure that appropriate expert industrial relations advice is sought and obtained as necessary to deal with staffing issues within appropriate legal and industrial standards.

### **Employment of family members/personal friends**

The Service may at times employ family members or personal friends of employees or Management members. In these instances, the following will apply in addition to the above employment procedures:

- the relationship will be disclosed on the job application;
- the interview and subsequent appraisal processes will not involve the relevant employee or management member;
- all reference checks will be made by an independent person;
- disciplinary procedures will be applied consistently, with independent people overseeing and conducting the process; and
- timesheets will not be authorised by family members or associated persons. Where the Coordinator has a member of the family working in the Service, timesheets will be authorised by a nominated representative of Management.

### **References**

Community Management Solutions. (2013). Workplace Bullying and Harrassment Toolkit guide. *Equal employment Opportunity Policy*. Queensland, Australia.

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## 8.4 Educator Professional Development and Learning

The Service endeavours to provide adequate and relevant ongoing training and development for Educators to enable them to do their job confidently and to properly comply with these Policies and Procedures and other requirements of the Service.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *'My Time, Our Place' Framework for School Age Care;*
- *Duty of Care;*
- *NQS Area: 2.3.4; 4.1; 4.2.1, 4.2.2; 7.1.2, 7.1.3, 7.1.4, 7.2; 7.3.1, 7.3.2, 7.3.5;*
- *Policies: 3.3 – Educators Practice, 8.1 – Role and Expectations of Educators, 8.2 – Educational Leader, 8.8 – Performance Monitoring, Review and Management, 8.10 – Employee Orientation and Induction, 8.12 – Employee Qualifications – Monitoring Progress, 10.1 – Quality Compliance.*

### Procedures

The Co-ordinator will facilitate opportunities for Educators to access information for professional development and learning on a regular basis about issues relevant to:

- the operation of the Service and its Policies and Procedures;
- legal or other regulatory requirements; and
- other issues of interest or benefit to educators to help them better do their job in the overall interests of the Service and the children.

Professional development includes opportunities to learn or further enhance skills whereas professional learning includes access to information that is required. This information may be accessible through:

- meetings;
- training/information sessions;
- workshops.

The Co-ordinator will, wherever possible within the resources of the Service, bring in specialist or expert presenters to provide training to Educators on issues requiring expert knowledge.

The Co-ordinator will ask Educators on a regular basis to contribute suggestions for training topics.

The Co-ordinator will be responsible to ensure that a written record of all professional development of Educators is kept.

Educators may be paid for attendance at compulsory training sessions and Service team meetings, in accordance with relevant awards.

The Service shall allocate funds within the budget for training and professional development for Educators.

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## 8.5 Volunteers

Volunteers are a valued and integral part of the Service and are managed in a consistent and professional manner, in accordance with the other policies of the Service which apply to employees, modified only as necessary to reflect the voluntary nature of the role.

For the purpose of this policy, volunteers also refer to students who are unpaid and volunteering for skill/knowledge acquisition.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Duty of Care;*
- *NQS Area: 4.1; 4.2.1; 7.1.1, 7.1.2, 7.1.3, 7.1.5; 7.3.1, 7.3.2, 7.3.5;*
- *Policies: 3.3 – Educators Practice, 8.1 – Role and Expectations of Educators, 8.10 – Educator Orientation and Induction, 10.1 – Quality Compliance, 10.9 – Risk Management and Compliance.*

### Procedures

All procedures of the Service which are applicable to employees, apply to volunteers except where expressly provided otherwise, or with such necessary modifications to reflect the voluntary nature of the role.

Volunteers must hold a blue card before they begin volunteering. Certified copies of their Suitability Card and/or Positive Notice will be kept on file for all volunteers who volunteer at the Service. A Verification to Authorise Blue Card form will be completed by the volunteer.

Volunteer workers may be counted towards the Educator to child ratios for the Service provided they meet the qualification requirements. Volunteers under the age of 18 must be fully supervised. Risk assessments will be conducted, as necessary, when utilising volunteers.

An induction process, including volunteer handbook, will be given to provide an opportunity to help volunteers understand:

- the Service's commitment to an environment which is safe and friendly to children;



- the Service's policies, procedures and code of conduct;
- procedures to follow when harm is disclosed;
- their rights and responsibilities;
- what is expected of them;
- the boundaries of their roles;
- the roles of key people in the Service;
- what to expect if there is an allegation of harm made against them or to them;
- reporting procedures; and
- grievance procedures.

| <b>Date of Development/review</b> | <b>Date Ratified</b> | <b>Date to be Reviewed</b> |
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## 8.6 Employee and Volunteer Grievance

The Service aims to maintain a harmonious work environment through resolving employee grievances effectively and to the satisfaction of all concerned. The Service is committed to addressing grievances in a prompt and effective manner, ensuring the rights of employees are respected. Both employer and employee will abide by their obligations under any relevant industrial award or agreement. The aim of this policy is to ensure that grievances are resolved through discussion between both parties however, the employer acknowledges that, from time to time, individual employees may have grievances which need to be resolved externally in the interest of good relationships/transparency.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Duty of Care;*
- *NQS Area: 4.2; 7.1.1, 7.1.2, 7.1.3, 7.1.5; 7.2.2; 7.3;*
- *Policies: 8.3 – Recruitment and Employment of Educators, 8.5 – Volunteers Policy, 8.7 – Workplace Harassment and Bullying, 8.9 – Educator Code of Conduct, 8.10 – Employee Orientation and Induction.*

### Procedures

The Co-ordinator shall be the first contact for all complaints however, the employee will have direct access to the Management Committee, and the Co-ordinator will permit and, if appropriate, encourage the employee to do so, if:

- the complaint is about the conduct of the Coordinator/Nominated Supervisor;
- the employee is not comfortable to take the complaint to the Co-ordinator;
- the employee is not satisfied with the Co-ordinator's handling of the complaint;
- the complaint is about a matter of Management and Administration Policy.

For this purpose, employees will be kept informed of the current contact details of the chair of the Management Committee.

The Co-ordinator will seek to resolve all genuine and reasonable verbal grievances in the most appropriate way possible in consultation with the complainant. Discussions with the complainant are not to be conducted in the presence of children, other employees or parents, and heated discussions are to be avoided as far as possible. The Co-ordinator may make and keep a confidential written record of such discussions.

If the verbal grievance remains unresolved, at the complainant's discretion, a written grievance may be submitted to Management for further action. This will instigate the following formal procedure:

Complainant to meet with Management to discuss complaint;

Management to give opportunity, in writing, for other named parties to meet with Management to discuss details of grievances tabled;

Management may seek the Services of a professional association for advice, support and/or assistance.

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## 8.7 Workplace Bullying and Harassment

All employees have the basic right to work in a place where they are valued, respected and appreciated by their colleagues, supervisors and employers. Workplace harassment and bullying can be detrimental to the ongoing health, well being and sense of safety for employees. The following guidelines shall be implemented by the Service to ensure workplace bullying and harassment is not tolerated and that appropriate procedures for managing reports of bullying and harassment are in place.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Duty of Care;*
- *Family and Child Commission Act 2014;*

- Work Health and Safety Act 2011;
- Prevention of Workplace Harassment Advisory Standard 2004;
- Anti-Discrimination Act 1991 (QLD);
- NQS Area: 4.2; 7.1.1; 7.1.2; 7.1.3; 7.3.1; 7.3.2; 7.3.4; 7.3.5;
- Policies: 8.1 – Role and Expectations of Educators, 8.5 – Volunteers Policy, 8.9 – Employee Code of Conduct, 8.10 – Employee Orientation and Induction.

## Procedures

### Definition

Workplace harassment/bullying is verbal, physical, social or psychological abuse by your employer (or manager), another person or group of people at work. Workplace harassment and bullying occurs when a person is subjected to repeated behavior, other than behavior amounting to sexual harassment, that:

- is unwelcome and unsolicited; and
- the person considers to be offensive, humiliating, intimidating or threatening; and
- a reasonable person would consider to be offensive, humiliating, intimidating or threatening.

For the purpose of this policy, workplace bullying and/or harassment means behavior that is repeated or occurs as part of a pattern of behavior and may include:

- abusing a person loudly, usually when others are present;
- repeated threats of dismissal or other severe punishment for no reason;
- constant ridicule and being put down;
- leaving offensive messages on email or the telephone;
- sabotaging a person's work, for example, by deliberately withholding or supplying incorrect information, hiding documents or equipment, not passing on messages and getting a person into trouble in other ways;
- a manager setting unreasonable timelines or constantly changing deadlines for an employee to meet, or setting tasks that unreasonably below or beyond a person's skill level;
- maliciously excluding and isolating a person from workplace activities;
- persistent and unjustified criticisms, often about petty, irrelevant or insignificant matters;
- humiliating a person through gestures, sarcasm, criticism and insults, often in front of customers, Management or other workers;
- spreading gossip or false, malicious rumours about a person with an intent to cause the person harm.

It shall be acknowledged that the impacts of bullying and harassment can be traumatic and may result in employees suffering stress, feelings of isolation at work, anxiety, loss of self-esteem, loss of financial security, loss or deterioration of personal relationships, physical symptoms of stress such as headaches, backaches, stomach cramps, and depression.

Some types of workplace bullying are criminal offences therefore any instances of violence, physical assault and/or stalking will be reported to the Queensland Police Service immediately.

## **Scope**

Workplace bullying and harassment shall not be tolerated or accepted by any employee or Management of the Service. Therefore this Policy and Procedure is not limited to the workplace or working hours and will include all work related events including but not limited to:

- team meetings;
- family events organised by the Service;
- celebratory functions;
- other events organised by the Service in public or private locations.

This policy also relates to, but is not limited by the following types of communication:

- verbal communication, either over the telephone or in person in the workplace, and outside of it;
- written communication including letters, notes, minutes of meetings etc.;
- internal and external communication including emails, faxes and/or text messages.

## **Standards of behaviour**

In line with the Service's commitment to creating a workplace that is free from workplace health and safety risks and one which strives to create positive working relationships, all those covered by this policy and procedure are expected to observe the following minimum standards of behavior, including:

- being polite and courteous to others;
- being respectful of the differences between people and their circumstances;
- ensuring they do not engage in any bullying behavior towards others in, or connected with the workplace. This includes hurtful remarks or attacks and making fun of a person or their work (including references to family, sex, sexuality, gender identity, race or culture, education and economic background);
- ensuring they do not assist, or encourage others in the workplace, or in connection with the workplace to engage in bullying behavior of any type;
- adhering to the Service's grievance procedures, as listed further in this policy, if they experience any bullying behaviours personally;
- reporting any bullying behaviours they see happening to others in the workplace, or connected with the workplace in line with the grievance procedure in this policy;
- keeping information confidential if involved in any investigation of bullying.

## **Responsibilities**

It is the responsibility of all employees to not participate in discriminatory or harassing behaviour within the workplace. The Approved Provider/Coordinator is accountable for ensuring professional standards of conduct are observed at all times and to take immediate preventative action in any situation that has the potential to be construed as harassment. This means acting as

a role model for staff to demonstrate appropriate behaviour. Incidents of harassment are to be treated seriously and immediate action must be taken to deal with complaints.

If you believe you are being harassed in any way, **do not ignore it**. Take action in the following manner:

- tell the other person in a direct and firm manner that their behaviour is offensive and unacceptable. However, telling the person may not be enough to stop the unwelcome behaviour so be prepared to take further action.
- keep diary notes of all incidents with details of the harassment, dates and times, name(s) of offending party (i.e.), and any response you made.
- discuss the situation with the Coordinator or member of Management;
- adhere with Consultation and Dispute Resolution Clause in the Award.

### **Grievance procedure**

Grievance procedures shall be made available to employees and clearly articulated in the Educator Handbook.

All reports of harassment and/or bullying behaviour shall be managed in accordance with the Service's grievance procedures which include:

- reporting the grievance to the Coordinator, through the appropriate channels; Reporting the grievance to Management through appropriate channels;
- arranging for a meeting with the complainant to discuss the nature of the alleged complaint and or grievance;
- documenting all conversations regarding the grievance and all alleged instances of harassment or bullying, when they occurred, who was involved, what actually happened and any witnesses or other relevant information.

The Approved Provider may seek expert advice from their employer association in managing any alleged instances of harassment or bullying in the workplace with appropriate dispute resolution services accessed as required and upon professional advice.

### **Confidentiality**

Whilst all endeavours will be made to preserve the confidentiality of the complainant and the person accused, it may be necessary to speak with other workers or people involved to determine what happened and to maintain the integrity of the investigative process.

Those people who are involved in the complaint (including the complainant, witnesses etc.) are also under a duty to maintain confidentiality and display a commitment to uphold the integrity of the investigation process. If the complainant chooses to bring a support person with them to any meetings, they too are bound by confidentiality. Gossiping and/or the spreading of rumours as a result of, or in connection with, a process followed under this policy will not be tolerated under any circumstances and may lead to further disciplinary action for those concerned.

All meetings will be documented with minutes recorded and treated in a confidential manner. Information including letters of complaint and meeting minutes will be stored confidentially.

## Outcomes

The outcomes of formal or informal complaint procedures will depend on the nature of the complaint, its severity and what is deemed appropriate in the relevant circumstances.

Where the results of an investigation procedure suggest that an individual is guilty of bullying, appropriate disciplinary procedures will be followed in line with the Employee Counseling and Disciplinary Procedures Policy (Policy 8.19). Disciplinary action will depend on the nature and severity of the behaviour and may include termination of employment, which may be instant dismissal where serious misconduct is deemed to have occurred.

In addition to procedures articulated in the Employee Counseling and Disciplinary Procedures Policy, other action may be deemed necessary to resolve or remedy the behaviour complained of, including but not limited to:

- providing training to employees concerned regarding bullying;
- requiring employees who have breached this policy to apologise to appropriate person(s);
- adjusting working arrangements where appropriate;
- providing counseling to employees (complainant and the person complained of);
- placing employees on performance improvement plans to ensure improved behaviour; and/or
- providing coaching and mentoring.

## References:

CMS - Community Management Solutions – Workplace Bullying Toolkit

## References

Australian Human Rights Commission. (2011). *Workplace bullying: Violence, Harassment and Bullying Fact Sheet*. Retrieved from Australian Human Rights Commission: <http://www.humanrights.gov.au/workplace-bullying-violence-harassment-and-bullying-fact-sheet>

Community Management Solutions. (2013). *Workplace Bullying and Harassment Toolkit guide. Workplace Bullying and Harassment Policy*. Queensland, Australia.

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## 8.8 Employee Performance Monitoring, Review and Management

The Service acknowledges that to ensure the provision of high quality child care, an active approach is needed in relation to monitoring and managing the ongoing performance of

employees to ensure that appropriate knowledge, skill and capacity to perform the position effectively are maintained.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *NQS Area: 4.2; 7.1; 7.2.2, 7.2.3; 7.3.1, 7.3.2, 7.3.4, 7.3.5;*
- *Policies: 3.3 – Educators Practice, 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.4 – Educator Professional Development and Learning, 8.5 – Volunteers, 8.9 – Employee Code of Conduct, 8.10 – Employee Orientation and Induction, 10.1 – Quality Compliance.*

## Procedures

Employee performance shall be managed by their supervisor or in the event of the Coordinator, the executive office bearers of the Management Committee.

Employee performance shall be managed in accordance with indicators which have been developed in relation to their position description.

Employee performance shall be monitored through implementing an annual review process. Such a process shall involve:

- employee completing a performance review self-assessment prior to interview with Co-ordinator and/or management;
- a performance review assessment conducted by the Co-ordinator;
- a formal interview where aspects of each assessment are discussed and performance reviewed.
- part of the performance review shall include a commitment to ongoing professional development where opportunities for enhancing knowledge and skill based on the needs and goals of the Service and its stakeholders are discussed.
- professional development shall be monitored throughout the forthcoming year following the implementation of the plan.

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## 8.9 Employee Code of Conduct

The Service expects that all employees conduct themselves in such a way that is professional and in accordance with the philosophy and goals of the Service. Employees are expected to actively demonstrate a positive attitude towards their work, the Service and the Service's clients, demonstrating the behaviour expected including integrity and professionalism. The Service requires that

all employees abide by the Code of Conduct at all times during their interactions with children, families, community members, Management and other employees.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Commission for Children and Young People and Child Guardian Act 2000;*
- *Anti-Discrimination Act 1991 (QLD);*
- *NQS Area: 4.2; 7.1.2; 7.1.3; 7.1.4; 7.1.5; 7.2.1; 7.2.2; 7.3.2; 7.3.3; 7.3.4; 7.3.5;*
- *Policies: 8.1 – Role and Expectations of Educators , 8.3 – Recruitment and Employment of Educators, 8.5 – Volunteers, 8.7 – Workplace Harassment and Bullying, 8.10 – Employee Orientation and Induction, 8.19 – Employee Counselling and Disciplinary Procedures.*

## Procedures

This policy applies to all employees while in the workplace or off site, at work-related functions (including social functions and celebrations), while on excursions or attending work-related training and conferences.

The Mayfield State School P & C Association believes that all employees should be able to work in an environment free from discrimination, victimisation, sexual harassment, vilification and the seeking of unnecessary information on which discrimination might be based. We consider these behaviours unacceptable and they will not be tolerated.

Employees are expected to conduct themselves in a manner which respects the rights and welfare of other employees, volunteers, families and children and to show competence, care, good faith and compliance with instructions and policies and procedures in the performance of their duties.

Employees shall be provided with a copy of the Service's code of conduct (see Appendix 15 ) prior to commencing employment.

Employees shall be expected to read the document and indicate that they have understood all of the conduct requirements by signing the agreement.

Educators shall be expected to consistently uphold the agreement during their employment with the Service, contributing to the creation of a discrimination free and inclusive workplace and a healthy workplace culture.

Breaches to the agreement shall be taken seriously which may result in appropriate action taken on behalf of the employer/Service. Action will be appropriate to the breach and may include:

- counselling;
- an official warning and note on the employee's file;
- a formal apology;
- demotion; or



- dismissal for serious misconduct.

#### References

Community Management Solutions. (2013). Workplace Bullying and Harrassment Toolkit guide. *Discrimination and Sexual Harrassment Policy Policy*. Queensland, Australia.

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## 8.10 Employee Orientation and Induction

The Service assumes the responsibility to ensure that all employees receive appropriate orientation and induction which prepares, supports and facilitates their working performance and ongoing capacity for employment within the Service.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Work Health and Safety Act 2011;*
- *NQS Area: 1; 2; 3; 4; 5; 6.1.2; 6.2.1; 6.3.2; 7.1; 7.2.2, 7.2.3; 7.3.1, 7.3.2, 7.3.5;*
- *Policies: 3.3 – Educators Practice, 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.6 – Employee and Volunteer Grievance, 8.9 – Employee Code of Conduct.*

### Procedures

The Coordinator (or other Senior Educator) shall take responsibility for the appropriate and ongoing induction and orientation for new employees.

The orientation and induction process shall include (but not be limited to):

- a meeting with the new employee prior to engagement to complete all paperwork relating to their suitability for employment. (This will involve completing appropriate documentation to validate the new employee's blue card where one is already held by the candidate.);
- an information package given to the new employee, which highlights key aspects of the role which must be known and understood prior to commencing work at the Service;
- an induction/orientation session where the Coordinator will work through the Induction and Orientation checklist with the new employee;
- during the first session of employment, the new employee will be partnered with an experienced Educator;

- within four weeks of employment commencing, the employee shall be expected to complete the Induction and Orientation checklist, signing to say that they have received appropriate and effective induction and return it to the Co-ordinator.

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## 8.11 Employee Leave

The Service Management seeks to ensure that all employee leave and entitlements are managed in accordance with clearly articulated guidelines so as not to negatively impact on the operations of the Service. This policy shall include all applicable forms of leave and relevant entitlements.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *P&C Accounting Manual, P&C Operations Manual (for P&C managed Services);*
- *Child Care Industry Award (State) 2003 (P&C managed Services only), Children's Services Award 2010, National Employment Standards;*
- *Fair Work Act 2009;*
- *NQS Area: 4.1; 7.1.1, 7.1.2, 7.1.3; 7.3.1, 7.3.2, 7.3.4, 7.3.5;*
- *Policies: 2.3 – Educator Ratios, 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 10.1 – Quality Compliance Policy.*

### Procedures

Permanent employees seeking to take extended leave such as Annual Leave or Leave without pay shall submit their request in writing to the Management Committee or Coordinator at least two weeks prior to such leave being requested.

Casual employees taking leave of one week or more are to complete a Leave application form and submit to the Co-ordinator at least 2 weeks prior to such leave being requested.

Employees requesting Long Service Leave must submit their request, in writing to the Management Committee, at least 3 months prior to the leave being taken.

Management shall approve such leave unless the impact of leave is detrimental towards the successful operations of the Service. Should leave not be approved, the employee shall be entitled to have notification and rationale within 3 working days of the original request for leave.

All sick leave shall be reported to the immediate supervisor of that employee to ensure a suitable replacement can be obtained. The Service shall have pre-planned arrangements for filling shifts when educators call in sick.

In the event that this is the Co-ordinator/Nominated Supervisor, then such report shall be made to the person expected to assume responsibility for the Service on that day or throughout the duration of leave.

Management shall ensure that employees do not accrue any more than 6 weeks annual leave per annum. This shall be monitored through providing a balance sheet with annual audited reports documenting leave accruals.

Employees shall receive notification of their leave accruals on their fortnightly payslip.

All types of paid leave shall be appropriately recorded on timesheets.

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## 8.12 Employee Qualifications – Monitoring Progress

The Service seeks to ensure that all employees enrolled and studying relevant qualifications are monitored and supported as they progress through their studies. This ensures that the Service strives towards providing a suitably qualified level of Educators.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Child Care Industry Award (State) 2003 (P&C managed Services only), Children's Services Award 2010, National Employment Standards;*
- *NQS Area: 4.1; 7.1.1, 7.1.2, 7.1.3, 7.1.4; 7.3.1, 7.3.2, 7.3.5;*
- *Policies: 2.3 – Educator Ratios, 8.3 – Recruitment and Employment of Educators, 8.4 – Educator Professional Development and Learning, 8.8 – Employee Performance Monitoring, Review and Management, 10.1 – Quality Compliance.*

### Procedures

All employees shall provide a certified copy of their certificate of enrolment in the approved course or other relevant documentation providing such evidence during their initial probation period or as otherwise required by legislation.

This record shall be recorded and maintained in the employee's confidential file held at the Service.

The Employer's representative (Co-ordinator) shall monitor and track the employee's progress through the course, particularly observing that the course will be completed within the required time frame being twice the scheduled course duration.

The Employee shall be required to submit a Statement of Progress/Result or other evidence such as a transcript to demonstrate appropriate completion of course components on a regular basis. (This information will be gathered every 12 months or as details are released from the Training Provider or Higher Education Institution).

In the event that necessary progress through the course is observed by the Co-ordinator to be delayed and or jeopardized for any reason, then a meeting shall be scheduled between the employee and the Co-ordinator to discuss an appropriate course of action. Management will be informed of the outcomes of this discussion and shall have authority to approve the required course of action.

The employee may jeopardize their ongoing employment at the Service if they fail to meet the progress in study requirements or complete the course within the prescribed finishing period.

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## 8.13 Employee Health

The Service expects that employees shall take a conscientious approach to managing their own health and in protecting the health and well being of children, colleagues and others engaged in the Service's program and activities.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Duty of Care;*
- *NQS Area: 4.1; 7.1.2, 7.1.3, 7.1.4, 7.1.5; 7.3.1, 7.3.1, 7.3.2, 7.3.4, 7.3.5;*
- *Policies: 2.3 – Educator Ratios, 4.1 – General Health and Safety, 4.2 – Infectious Diseases, 4.4 – Preventative Health and Wellbeing, 8.10 – Employee Orientation and Induction, 8.16 – Employee Immunisation, 8.17 – Fit For Work Policy.*

### Procedures

Employees shall not attend to work under the influence of any drug or alcohol which may impact on their individual capacity to perform duties as expected of them in their position.

Employees who are unwell should not attend to work and should notify their supervisor at their earliest convenience that they are unfit for work. (Medical certificates may be required.)

Employees may be requested to undertake a health check or medical to verify that they are fit for work as expected of them in their role. This process will be non-discriminatory and implemented without bias or prejudice.

Employees who become unwell while on the job shall report immediately to their supervisor and may be relieved from duties.

Employees who have been diagnosed with or suspect that their illness is due to infectious disease shall follow the guidelines as specified by the Service in regards to exclusion periods.

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## 8.14 Employee Online Social Networking

The Service acknowledges that employees may access online social networking sites such as facebook, twitter, msn and various chat rooms to interact with friends, family and colleagues. This policy aims to establish guidelines on the access and outside work usage of online social networking, with the aim of preventing misrepresentations of the Service and/or its stakeholders.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Work Health and Safety Act 2011;*
- *Duty of Care;*
- *NQS Area: 4.3.1; 7.2.3, 7.3.2;*
- *Policies: 2.8 – Anti-bullying, 8.1 – Role and Expectations of Educators, 8.7 – Workplace Harassment and Bullying, 8.9 – Employee Code of Conduct.*

### Procedures

#### Definition

'Social Networking Media': refers to any online tools or functions that allow people to communicate via the internet. This includes, but is not limited to, applications such as:

- social networking sites: Facebook and LinkedIn;
- video and photo sharing websites: YouTube, Flickr;
- blogging and micro blogging sites: Twitter and Bebo;
- all forums and discussion boards;

- wiki's: Wikipedia;
- e-learning portals (i.e. [www.mytimeourplace.com.au](http://www.mytimeourplace.com.au)).

### Responsibilities

Good judgment and common sense must be used to ensure the reputation of the Service, its employees and stakeholders are not harmed during the use of social networking media. Once something is placed online, it spreads quickly and cannot be retracted.

While the Service does not wish to control personal private information released outside of work hours, any image, comment or status distributed by an employee that damages the reputation of the Service, its employees and other stakeholders, will be treated as a serious breach of this policy and may result in disciplinary action.

When using social networking media, the following guidelines must be adhered to at all times:

- children of the Service should not be included as 'friends' on social networking sites;
- photos of children at the Service are not to be placed online;
- offensive comments are not to be made about fellow employees online. This will be viewed as cyber bullying. Even if comments are not made directly, they may still be viewed indirectly by multiple people;
- the Service name shall not be mentioned in online posts and statuses. This is the best way to ensure that the Service's reputation is safeguarded. If it is necessary for an employee to speak about their place of employment online, they are to refer to 'work' and not to the Service name;
- work-related problems should not be discussed online. Confidentiality must be maintained at all times;
- be clear that your personal views are yours, and not necessarily the views of the Service management and/or stakeholders;
- photos of children at the Service are not to be placed online;
- if anything is posted online by others which may harm the reputation of the Service, its employees or stakeholders, and you have the capacity to delete such information, the Service asks that you do so immediately.
- if something potentially dangerous to the image or people of the Service is found online, bring this to the attention of the Co-ordinator. This should be done immediately and the information should not be shared with others.

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## 8.15 Children of Employees

The Service strives to provide a supportive environment for all families and children using the Service. This is extended to children of employees who attend the Service however; the Service also acknowledges the complexities that may arise when children of employees are participating

in the Service's program and activities. This policy strives to articulate a model for best practice when employees are providing direct care to their own children in the course of their employment within the Service.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Duty of Care;*
- *NQS Area: 1.1.5; 4.2.1; 5; 7.1.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5;*
- *Policies: 2.6 - Behaviour Support and Management, 2.7 - Exclusion for Behavioural Reasons, 8.1 - Role and Expectations of Educators,, 8.3 - Recruitment and Employment of Educators, 8.10 – Employee Orientation and Induction.*

## Procedures

Children of employees shall be permitted to be enrolled in and attend the Service using the priority of access guidelines as defined in this policy and procedure document.

Children of employees must be eligible to attend a school age care program as described by relevant legislative instruments, namely the *Education and Care Services National Law 2010 and Regulations 2011*.

Employees shall be expected to professionally carry out all duties as expected of them while they are employed in the Service regardless of the attendance of their own children.

Children of employees shall be provided with consistent care, consideration and involvement in the Service as any other child participating in the program. The behaviour of children of employees shall be managed as it would any other child participating in the program.

For Services located on a school site, if the employee's child has been excluded from the school, the Co-ordinator will:

- contact the school to confirm exclusion;
- speak with the Principal to confirm if exclusion applies at the OSHC Service;
- contact the employee to confirm exclusion from the Service (in accordance with Principal's direction).

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## 8.16 Employee Immunisation

The Service acknowledges their obligation as an employer under the Work Health and Safety Act 2011, in ensuring the workplace health and safety of employees and others. This extends to limiting exposure to health and safety risks that may arise from the incidence of vaccine-preventable diseases in the workplace. Vaccination of employees and volunteers is not a mandatory requirement under relevant legislation, however is considered by this Service as a best practice approach to prevention of vaccine-preventable diseases outbreak.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Work Health and Safety Act 2011;*
- *Duty of Care;*
- *NQS Area: 2.1.1, 2.1.4; 4.2.1; 7.1.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5;*
- *Policies: 4.2 – Infectious Diseases, 4.4 – Preventative Health and Wellbeing, 4.14 – Infectious Diseases Response Strategy, 8.10 – Employee Orientation and Induction, 8.13 – Employee Health.*

### Procedures

All employees and volunteers working with children in the Service should be up to date with all the vaccinations that are recommended for adults.

All employees and volunteers working with children in the Service should consider additional/special vaccinations, recommended due to an increased risk of exposure in the workplace.

Information sheets from Queensland Health and Workplace Health and Safety Qld provide further guidance regarding recommended immunisations for adults, including but not limited to:

- Hepatitis A;
- Measles, Mumps and Rubella (MMR);
- Varicella (Chickenpox);
- Pertussis (Whooping Cough);
- Hepatitis B - (May be recommended in specific circumstances, such as when providing child care to populations who have a higher prevalence of Hepatitis B).

Employees/volunteers may be required to complete an employee immunisation record as part of the Service employment process.

Each record shall be maintained confidentially in the employee/volunteer's file.

Any expenses associated with completing the immunisation record such as blood tests and medical fees shall be incurred solely by the employee/volunteer.



Any employee or volunteer conscientiously objecting to Vaccination shall articulate their position in writing, accepting responsibility for their own individual choice to do so. This document will be maintained confidentially in the employee/volunteer's file.

Conscientious objectors may be required to seek further advice from a medical authority to support them to clearly understand such position. In such cases additional procedures will be relevant to those employees/volunteers should an outbreak of any vaccine-preventable disease occur in the workplace, this will include, but not be limited to:

- exclusion from the workplace; and/or;
- restrictions as advised by the relevant health authority.

Such exclusion would be without pay if that person is a paid employee of the Service.

Please note:

The Service is encouraged to access the information sheets available for child care from:  
<http://www.deir.qld.gov.au/workplace/business/childcare/index.htm>

These may be provided to educators for further information and should be sourced and dated in the policy when accessed.

The Australian Immunisation Handbook is available from <http://www.immunise.health.gov.au/>

<http://www.health.qld.gov.au/immunisation/consumers/babies.asp#centres> accessed 08/08/11.

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## 8.17 Fit for Work

The Service believes that the safety of employees at work and any persons involved within the Service (including children) is of paramount importance. In order to ensure the health and safety of all individuals associated with its operations, the Service will take all reasonable steps to ensure that employees are in a fit and competent state to work safely.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Work Health and Safety Act 2011;*
- *Duty of Care;*
- *NQS Area: 4.3.1; 7.2.3, 7.3.1, 7.3.2, 7.3.3, 7.3.4 , 7.4.2, 7.5.1;*
- *Policies: 4.4 – Preventative Health and Wellbeing, 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.10 – Employee Orientation*

and Induction, 8.13 – Employee Health, 10.8 – Information Handling (Privacy and Confidentiality).

## Procedures

**\*\*PLEASE NOTE\*\* Some content of this policy has been adapted from the Australian Children's Services Employers Association (ACSEA) as best practice.**

### Interpretation

'Fit for Work': an employee is fit for work if they have a blood alcohol level of 0.00 and test negative for drug use.

An employee is 'fit for work' if physically able to carry out their duties, as per their job description.

'On duty': An employee is on duty at any time they are undertaking the duties and responsibilities associated with their contract of employment.

### Responsibilities

The Approved Provider/OSHC Co-ordinator will:

- be responsible for assessing the fitness for work of employees under their control, while they are on duty;
- immediately stand down any employee suspected to be under the influence of alcohol or other drugs;
- immediately stand down any employee that is not physically fit and capable of performing their duties.
- any such employees must not return to work until they are able to demonstrate that they are fit to work.

Each employee is responsible for:

- ensuring that they are not in an unfit state for any reason, including physical limitations and/or the adverse effects of alcohol or other drugs;
- notifying the Co-ordinator of any concerns that their fitness for work may be impaired;
- ensuring that any prescription or non-prescription medication is taken safely and in accordance with the requirements as listed further in this policy;
- notifying the Co-ordinator, or other responsible person, of any situation in which this policy has been breached, including;
  - any situation in which other individuals are believed to be unfit for work;
  - the unauthorized possession or consumption of alcohol or other drugs on site or during work;
  - any other apparent breach of this policy.

All such information will be dealt with in strictest confidence.

Employees should also be aware that rights to workers compensation or a common law claim may be affected if they are involved in a work related accident while under the influence of alcohol or drugs.

## **Alcohol**

An employee must not be under the influence of or be affected by alcohol while on duty. This means that all employees are expected to have a 0.00 blood alcohol content at all times they are required to undertake the duties and responsibilities associated with their contract of employment.

If any employee becomes aware of behaviours from which they might draw the conclusion that another employee is intoxicated, the Co-ordinator or Approved Provider **MUST** be contacted immediately. Such behaviours may include, but not be limited to:

- slurred or impaired speech;
- possibly aggressive in manner;
- staggered, jerky movements, could seem unco-ordinated;
- heavy eyes and/or flushed face;
- dull, tired appearance

If the above concerns are raised regarding an employee, the Approved Provider may request a blood alcohol test, at the management expense. If the employee's blood alcohol content is higher than 0.00 they will be considered unfit for work immediately. For the employee to return to work, the Approved Provider/Co-ordinator must be satisfied that they are fit for work and that they have a blood alcohol content of 0.00. Proof of which may include the undergoing of another blood alcohol test, at the employees expense.

An employee is prohibited from operating any machinery or equipment, including any motor vehicle, if they are under the influence of alcohol.

Alcohol must not be consumed anywhere within the grounds of the Service, during work time. There may be occasions when alcohol may be consumed as part of a work function, or other recognised work event. Where the consumption of alcohol has been properly approved, employees must continue to act in a sensible and responsible manner and with due care for their own and other people's safety and well-being. Failure to act in a sensible and responsible manner or to follow any directions with regards to the consumption of alcohol may result in disciplinary action as listed further in this policy.

The unauthorized possession or consumption of alcohol at the workplace will result in disciplinary action as listed further in this policy.

## **Drugs**

Employees must not consume or be under the influence of any unlawful drug anywhere on the Service premises or grounds or while on duty.

If any employee becomes aware of behaviours from which they might draw the conclusion that another employee is under the influence of drugs, the Co-ordinator or Approved Provider **MUST** be contacted immediately.

If concerns of this nature are raised regarding an employee, the Approved Provider may request a drug test, at the management expense. This means that employees are expected to return a negative urine test for the following substances:

- Amphetamines;

- Cannabinoids/THC/Marijuana;
- Opiates/Barbituates;
- Benzodiazapines;
- Cocaine/Methadone;
- LSD.

If an employee tests positive for any other substance, the Approved Provider may obtain relevant expert advice to determine whether the employee will be considered fit for work.

If an employee tests positive for drugs they will be considered unfit for work immediately. For the employee to return to work, the approved Provider must be satisfied that they are fit for work. Proof of which may include the undergoing of another urine drug test, at the employees expense.

An employee must not cultivate, sell or have in their possession or control any unlawful drug or drug taking implement anywhere on the Outside School Hours Care premises or grounds or while on duty.

The use, possession, cultivation, manufacture and distribution of an unlawful drug is illegal. If the Approved Provider becomes aware that you have, or have had, in your possession or control, or are cultivating or supplying unlawful drugs or drug taking implements, whether for profit or otherwise on Outside School Hours Care premises or grounds or while on duty, they will notify the police and actively assist them in their enquiries.

Any drugs prescribed by a medical practitioner must be used in accordance with medical advice. Any non-prescription drugs must be used in accordance with manufacturers' recommendations. If an employee is taking prescription or non-prescription drugs, which could cause drowsiness or otherwise affect their fitness for work, they must advise the Co-ordinator so that their ability to work safely can be monitored. If necessary, a medical opinion may be obtained.

The unauthorized possession or consumption of drugs at the workplace will result in disciplinary action and may result in termination of employment.

### **Alcohol and Drug Testing Requirements**

Testing may be carried out where:

- an employee is involved in an incident or accident;
- an employee displays:
  - unsafe behavior; or
  - causes injury to any other person; or
  - commits an act of negligence or carelessness; or
  - shows disregard for safety.
  - there is reason to believe that an employee is affected by alcohol or drugs;
  - an employee who previously tested positive is being monitored to ensure safe practice; or
- evidence of alcohol or drug use at the workplace is discovered and the employee or employees concerned can be identified with reasonable certainty.

An employee who does not co-operate fully with the administration of an alcohol or drug test without a legitimate reason will not be able to return to work until they have co-operated and provided a breath and/or urine sample for analysis.

Employees who refuse will be required to take unpaid leave until they co-operate. Refusal to co-operate may result in disciplinary action.

Interference with testing – the actual or attempted adulteration, substitution or other interference by a person with a test sample or result, will result in disciplinary action which may include termination of employment.

### **Disciplinary Procedures**

The Approved Provider may take the following disciplinary action where an employee is found to be under the influence of alcohol or other drug:

- immediate termination;
- final warning; or
- warning.

The appropriate disciplinary action will depend on the individual circumstances of each matter. In making any decisions, the Approved Provider will take into account factors including, but not limited to:

- the seriousness of the employees behaviour;
- the risk posed to the safety of employees and others; and
- any previous breaches of this policy.

An employee who receives a warning will be counseled by the Approved Provider regarding:

- the 'Fit for Work Policy' and the obligations and responsibilities under it;
- the serious and unacceptable nature of the person's behaviour;
- the risk posed for the safety of the employee and others;
- the employees responsibility to demonstrate that the problem has been effectively addressed;
- the consequences for future breaches of this policy; and
- the reasons why the person has used alcohol or other drugs to the extent that they are in an unfit state.

The employee will be advised that they may be monitored for a period of time to ensure that the problem has been addressed and that during this period they may be subject to periodic alcohol and drug testing.

The employee will receive a written warning which will reflect the key points covered in this process. A copy of this will be placed on their personnel file.

Employees will not be paid for the period which they are unfit for work.

An employee who receives a final written warning will be counseled by the Approved Provider as set out above and will be required to demonstrate that the threat to work performance and/or safety has been effectively addressed before they are permitted to return to work.

The final written warning will have the effect that any further breaches of this policy may result in termination of their employment. A copy of the warning will be placed on their personnel file.

### **Fatigue**

Work related fatigue may arise from situations requiring concentration for extended periods during work hours, working in extreme temperatures or working in high-risk situations.

Non-work related fatigue is generally the result of poor quality or inadequate sleep which may be caused by a number of reasons, including sleep disruption, ill family members, distress, domestic responsibilities or a second job.

The Co-ordinator is responsible for ensuring roster cycles are monitored and reviewed to address the potential for fatigue, especially among employees engaged in split shifts and/or potentially hazardous activities.

The Co-ordinator is responsible for ensuring shift lengths are monitored to prevent excessive time working. Provision will be made on all shifts for appropriate rest breaks during and between shifts to ensure that employees have adequate opportunity for rest.

The Co-ordinator will take all practical steps to assess and manage the work environment to minimize the impact of fatigue.

The Service will provide appropriate information and education on the causes and management of fatigue and will arrange for all individuals to be made aware of their responsibility to prevent impairment of their fitness for work by fatigue.

### **Physical Ability**

The Co-ordinator is responsible for ensuring that all employees are fit and able to perform their duties, when arriving for their shift.

To be considered physically capable of performing their duties, the employee must be able to move about freely, particularly in the case of emergency or risk of harm to others.

As per their job description, the employee MUST be able to interact with the children and actively contribute to the activities, experiences and routines of the Service. This may include, but not be limited to physical activities such as walking, running, standing, crouching and kneeling.

### **Confidentiality**

Confidentiality is vital in promoting the effectiveness of this policy and all reasonable efforts, consistent with safety, legal requirements and common sense, must be made to maintain an individual's privacy.

Information relating to an employees' fitness for work must be transmitted, used and stored in a confidential manner in accordance with the Information Handling Policy (policy 10.8).

The disclosure of confidential information may be required to those persons who have a legitimate 'need to know'. Typically this will be only to those persons who have a responsibility for ensuring the employees' safety and performance. Disclosure will be limited to the information

necessary to address the situation. The Approved Provider/OSHC Co-ordinator will inform the employee as to:

- the reason or need for disclosure;
- to whom the disclosure will or has been made; and
- the extent of information that will or has been disclosed.

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## 8.18 Employee Retention

The Service recognises the importance of retaining quality employees who demonstrate ongoing commitment to their work with children and families and use professional standards to guide their practice. The development and retention of quality employees ensures continuity and that the school age care program is responsive to the needs of children as individuals and in groups.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- Relevant Industrial Awards;
- NQS Area: 4.1; 4.2; 7.1.2; 7.1.3; 7.2.2; 7.3.1; 7.3.2; 7.3.5;
- *Policies: 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.4 – Educator Professional Development and Learning, 8.8 – Employee Performance Monitoring, Review and Management, 8.10 – Employee Orientation and Induction, 8.12 – Employee Qualifications – Monitoring Progress.*

## Procedures

The Service will develop clear Policies and Procedures in relation to employee vacancies to ensure key values, skills and attributes are identified when advertising vacancies.

The Service will ensure Policies and Procedures are developed and implemented in relation to employee orientation and induction with individual checklists completed to ensure all aspects of the employee's job role are discussed.

The Service will develop clear policies and procedures in relation to employee performance reviews with identified strategies in place to manage ongoing learning and professional development.

The Service will develop exit interview strategies to ascertain reasons for staff turnover with the intention to develop strategies to promote job satisfaction for existing employees.

The Service will actively work towards supporting educators to develop professionally through:

- encouraging attendance at workshops;
- supporting networking opportunities;
- supporting higher education and qualification attainment;
- enabling 'on the job' development and learning through coaching, mentoring and effective leadership;
- providing regular opportunities for team members to come together and share thoughts and ideas enabling critically reflective practice.

The Service may provide benefits for employees who demonstrate an ongoing commitment to their role and use professional standards effectively to guide their practice through employee acknowledgement programs which may include:

- employee of the month;
- appreciation certificates;
- career advancement/promotion;
- staff fee discount;
- other rewards as deemed appropriate by management.

#### References and Resources

<https://www.davidsoninstitute.edu.au/learning-centre/business/articles/developing-a-staff-retention-strategy>

<http://www.dixonappointments.com.au/-500862/staff-retention>

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## 8.19 Employee Counselling and Disciplinary Procedures

The Service acknowledges that, from time to time, employee behaviour and performance may fall below the expected standards as detailed in the specific job description and orientation/induction processes. The purpose of this policy is to establish an equitable and consistent approach to addressing unsatisfactory work performance and/or conduct by:

- ensuring counselling takes place to reinforce the expected performance or conduct standards;
- establishing a process under which warnings may be issued and discussed; and
- providing for disciplinary action when performance or conduct does not improve.



## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Duty of Care;*
- *Fair Work Act and Regulations 2009;*
- *Prevention of Workplace Harassment Advisory Standard 2004;*
- *Relevant Industrial Award or Agreement;*
- *NQS Area: 4.2; 7.1.1, 7.1.2; 7.2.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5;*
- *Policies: 8.1 – Role and Expectations of Educators, 8.5 – Volunteers, 8.6 – Employee and Volunteer Grievance, 8.8 – Employee Performance , Review and Management, 8.9 – Employee Code of Conduct, 8.10 – Employee Orientation and Induction, 8.17 – Fit for Work, 10.8 – Information Handling (Privacy and Confidentiality).*

## Procedures

### Definitions

'Counselling': the discussion and analysis of issues which affect an employee's conduct and/or work performance. Counselling is used to improve an employee's performance where their behaviour or performance doesn't meet required expectations.

'Unacceptable performance': is when the employee's performance remains unacceptable following a reasonable period of performance improvement.

'Misconduct': when an employee breaches their obligations under their contract of employment. Examples of misconduct may include but are not limited to:

- breaches of policies, codes of conduct and other reasonable instructions;
- unauthorised absence from work;

'Serious Misconduct': when an employee breaches their obligations under their contract of employment to an extent that it is reasonable to discontinue their employment. Examples of serious misconduct may include but are not limited to:

- dishonesty and fraud;
- bullying, fighting or abusive behaviour;
- sexual harassment;
- drunkenness and drug use;
- acting in an unsafe manner;
- misusing confidential information;
- damage or misuse of service equipment and resources;
- breach of any act or legislation relating to their employment.

'Disciplinary action': action taken by the organisation to deal with any actual, alleged or perceived breach of legislation, policies, codes or other standards of work performance and/or conduct.

### **Service responsibilities**

The Service acknowledges that the principle objective of counselling employees is to draw allegedly inappropriate behaviour and/or unacceptable performance to the attention of an employee and, where proven, explain to the employee the potential and/or actual consequences of that performance and/or behaviour and assist them in achieving and maintaining behaviour and performance that is consistent with the Services policies, procedures and practices.

The Service has developed disciplinary procedures designed to address employee conduct that impedes the operation of the Service whilst ensuring all parties receive procedural fairness and due process in a timely and effective manner. Service Management reserves the right to amend procedures depending on the facts of each situation and the nature of the offense.

The Service will treat all allegations of unacceptable performance and/or misconduct as serious and take prompt action to address identified issues, irrespective of whether they be minor or more serious. If action (as per the counselling and disciplinary procedures) cannot be taken immediately, the employee concerned should be advised as soon as possible of when and where that follow-up action will take place.

In consultation with Management, the Service Coordinator may conduct a workplace investigation in cases of allegations of serious misconduct. The employee who has been accused of the allegation will be informed of the matter verbally, and in writing, and will be advised that they may be stood down on full pay until the workplace investigation has been completed. The workplace investigation will include the gathering of relevant information, written statements, interviews, documents and records. Other employees may be required to be interviewed as part of the investigation. Further disciplinary action will depend on the results of the investigation.

All persons involved in any way with the counselling and disciplinary processes must retain confidentiality at all times. The employee may choose to discuss the matter with a nominated support person and may elect to bring them along to any interview or counselling session conducted under the formal components of the process.

The Service counselling and disciplinary procedures will have three distinct, but not necessarily sequential components:

- informal counselling (face-to-face feedback);
- formal counselling; and
- disciplinary procedures (including warnings).

The decision as to which of the three components initially apply will be based on the seriousness of the employee's behaviour and/or performance and will depend on the facts and circumstances as identified by, or conveyed to, the Service Coordinator.

Where the Service Coordinator has not identified the behaviour and/or performance issue first hand, sufficient facts must be gathered to determine the seriousness of the behaviour and the appropriate action. Direct observations may be undertaken by the service coordinator to determine validity of allegations.

Immediate action must be taken if there are serious concerns about an employee's conduct. As part of the process of establishing the facts, the Service Coordinator may:

- assess relevant documentation;
- interview person/s who may (or should) have knowledge of the employee's behaviour;
- and
- document what has occurred.

### **Informal counselling**

Informal counselling and/or face-to-face feedback will normally occur when, in the Coordinator's opinion, the employee's behaviour is such that formal disciplinary action is not appropriate. Where it is established during the informal discussion that the behaviour expectations have not been met, feedback given must be constructive and delivered to encourage the employee to achieve and maintain expected behaviour/performance standards.

If the discussion confirms that misconduct has occurred, the employee should be:

- advised of how the behaviour and/or performance is inconsistent with the service expectations and their employment contractual obligations;
- provided with an opportunity to respond to the concern and to raise any other matter that they consider relevant; and
- engaged in jointly identifying a plan of action to improve performance standards or outline the appropriate conduct expected.

After the informal counselling session the Service Coordinator will keep a diary note of the discussion and where appropriate, plan a subsequent discussion with the employee to review the behaviour or performance.

### **Formal counselling**

Formal counselling will normally occur when:

- the employee has previously been counselled informally but behaviour has not improved to the expected standard (unacceptable performance);
- the employee's misconduct is such that, in the opinion of the Service Coordinator, formal counselling is appropriate.

The formal counselling session will take place as soon as possible after the behaviour and/or performance issue is identified with the employee being advised in writing of:

- when and where the interview will take place;
- the matter/s that will be discussed (i.e. specific details of the alleged unacceptable performance/misconduct);
- their opportunity to respond; and
- the opportunity for them to bring a support person/observer to the interview.

At the meeting the Coordinator and employee will review and discuss the allegations and their responses to these allegations as well as any additional incidents, information and prior relevant corrective action plans.

At the conclusion of the formal counselling session the Coordinator will complete an Employee Counselling Report, to be signed and dated by the employee as a true and correct record of discussions, agreed actions and timeframes. A record of the meeting will be provided to the employee by way of a letter confirming:

- the issue of concern;
- any assistance/support to be provided (if relevant);
- date and time for subsequent meeting; and
- disciplinary action taken with the possibility of further action should the required expectations for behaviour and/or performance not be achieved.

### **Disciplinary action**

Disciplinary action may be taken where the alleged misconduct and/or unacceptable performance continues, or is of a serious nature. Disciplinary action may include written warnings and/or termination of employment.

#### **Written warnings**

The purpose of a written warning is to emphasize to the employee that their misconduct or performance is unacceptable and to make clear that further disciplinary action may be taken. A written warning may be given to an employee when:

- the employee has previously been through the formal counselling process and has not met the required standards or expectations; or
- the employee's performance or misconduct is of a serious nature and requires immediate action.

Written warnings must also detail the support and/or training to be provided to the employee as well as the expected timeframes for review of the identified issue/s.

#### **Show cause meeting**

The purpose of this meeting is to ask the employee to show cause as to why their employment should not be terminated. Depending on the circumstances, the employee may be stood down on full pay until a meeting is scheduled. Employees will be required to respond, in writing and prior to the scheduled meeting, addressing the allegations and their reasons why employment should not be terminated.

Requests for an employee to attend a show cause meeting shall be made in writing outlining:

- when and where the meeting will take place;
- who else will be involved in the meeting (i.e. Management representative)
- the specific issue that will be discussed (i.e. alleged unacceptable performance/misconduct);

- their opportunity to respond; and
- the opportunity for them to bring a support person/observer to the meeting.

At the meeting the Management Representative, Coordinator and employee will review and discuss the allegations and their responses to these allegations as well as any additional incidents, information and prior relevant corrective action plans. A decision surrounding the employee's continued employment will be made at this meeting.

Employees terminated as a result of misconduct or unacceptable performance will be given notice as per their Industrial Award and will receive any outstanding leave and/or TOIL entitlements (if applicable). Terminated employees will be issued with a Statement of Service.

Management reserves the right to seek independent Industrial Relations advice to assist in this process.

### **Management responsibilities**

The Mayfield State School P & C Association is responsible for ensuring that the Service adheres to the disciplinary process and that reasonable support is provided to ensure the process is fair and that the employee has every reasonable opportunity to change the unsatisfactory pattern of their behaviour.

At each stage of the disciplinary process, management may obtain advice, particularly in the preparation of written warnings and/or termination. This process shall be implemented within the context of the appropriate industrial awards and in accordance with relevant State and/or Commonwealth legislation.

### **References**

author unknown. (2009, November). *Employee Counselling and Discipline Policy and Procedures - Section 6*. Retrieved from Communication Workers Union: <http://www.cwu.org.au/postal/wmou104.pdf>

Community Management Solutions. (2013). *Workplace Bullying and Harrassment Toolkit guide. Discipline and Procedures Policy*. Queensland, Australia.

University of South Australia. (2011, August). *Disciplinary Procedure*. Retrieved from University of South Australia: [http://w3.unisa.edu.au/hrm/procedures/disciplinary\\_procedure.pdf](http://w3.unisa.edu.au/hrm/procedures/disciplinary_procedure.pdf)

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## 8.20 Workplace Sexual Harassment

The Mayfield State School P & C Association is committed to ensuring the working environment is free from sexual harassment where all employees are treated with dignity, courtesy and respect. This includes any work-related activities such as conferences, work functions and/or excursions.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Sexual Discrimination Act 1984;*
- *Anti-Discrimination Act 1991 (QLD);*
- *Fair Work Act and Regulations 2009;*
- *NQS Area: 4.1; 4.2; 7.1.2; 7.1.3; 7.2.2; 7.3.1; 7.3.2; 7.3.5;*
- *Policies: 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.6 – Employee Volunteer and Grievance 8.9 – Employee Code of Conduct, 8.10 – Employee Orientation and Induction, 8.19 – Employee Counselling and Disciplinary Procedures, 10.8 – Information Handling (Privacy and Confidentiality).*

### Procedures

#### Definition

'Sexual Harassment' is any unwanted, unwelcome or uninvited behaviour of a sexual nature which makes a person feel humiliated, intimidated or offended.

Sexual harassment in the workplace can take many different forms and may include:

- staring, leering or unwelcome touching;
- suggestive comments or jokes;
- unwanted invitations or requests for sex;
- intrusive questions about a person's private life or body;
- insults or taunts based on sex;
- sexually offensive communications (phone, email, SMS or other social media).

Sexual harassment is not behaviour which is based on mutual attraction, friendship and respect. If the interaction is consensual, welcome and reciprocated it is not sexual harassment.

Sexual harassment doesn't have to be repeated or continuous to be against the law with some types of sexual harassment being offences under criminal law. These include:

- physical molestation or assault;
- indecent exposure;

- stalking;
- obscene communications (telephone calls, letters, etc.).

The Service has a legal responsibility to prevent sexual harassment in the workplace, therefore the Coordinator and other members of Management have a particular obligation to:

- model appropriate behaviour;
- promote this policy;
- treat all complaints seriously and attend to them promptly;
- monitor the work environment; and
- seek expert help for complex or serious matters.

The Service will take disciplinary action against any employee found to have breached this policy, which may include:

- an official warning and note on the employee's file;
- a formal apology;
- counselling;
- demotion; or
- dismissal for serious misconduct.

## References

Complaints of sexual harassment will be dealt with as per the Employee and Volunteer Grievance Policy and will be dealt with as per the Employee Counselling and Disciplinary Procedures Policy.

Australian Human Rights Commission. (n.d.). *Information for Employers*. Retrieved from Sex Discrimination and Sexual Harassment: [www.humanrights.gov.au/commission-website-information-employers](http://www.humanrights.gov.au/commission-website-information-employers)

Australian Human Rights Commission. (n.d.). *Information for Employers*. Retrieved from Writing an Effective Sexual Harassment Policy: [www.humanrights.gov.au/commission-website-information-employers-0](http://www.humanrights.gov.au/commission-website-information-employers-0)

Community Management Solutions. (2013). *Workplace Bullying and Harassment Toolkit. Discrimination and Sexual Harassment Policy*.

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## 8.21 Educator Uniform and Personal Presentation

The Approved Provider requires that educators and other staff, engaged to work with children in OSHC, present themselves and wear a standard of dress appropriate to the circumstances and environment in which they will be working. In administering this policy, consideration will be given to any work, health and safety requirements as well as the need to ensure that clothing worn by Educators is neither offensive nor hazardous.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Work Health and Safety Act 2011 and Regulations 2011;*
- *Relevant Industrial Agreement;*
- *NQS Area: 4.2.1; 7.1.2, 7.3.5;*
- *Policies: 8.1 - Role and Expectations of Educators, 8.3 - Recruitment and Employment of Educators, 8.5 – Volunteers, 8.6 – Employee and Volunteer Grievance, 8.9 – Code of Conduct, 8.10 - Employee Orientation and Induction.*

### Procedures

A high standard of personal presentation is required from all Educators and other staff at all times whilst on duty at the Service. Educators are required to maintain a high level of personal hygiene and all clothing should be clean, pressed and in good condition.

Failure to follow the Coordinator's direction and/or blatant violation or repeated violations of this policy may result in disciplinary action.

#### Dress Code

Educator's dress and appearance should be professional and conducive to active participation with children. Clothing worn to comply with cultural or religious standards is allowable as long as it does not pose a foreseeable risk to health and safety at work.

Upon employment, Educators and other staff will be issued with a Service uniform shirt which must be kept laundered and in good condition. Educators will receive a weekly laundry allowance, as per the relevant industrial award

All Educators and other staff will be required to wear the Service uniform shirt while on duty at the Service. The Service uniform shirt can be worn prior to, and after their designated shift however, whilst in the public view, the Educator will be required to conduct themselves in a manner that will not be detrimental to the reputation of the Service.

Prior to receiving their allocated service uniform shirt, Educators will not be permitted to wear clothing that is:

- tight or revealing (i.e. midriff tops, clothing that reveals undergarments, shirts with spaghetti straps, low-cut tops); or
- displaying inappropriate images or words; or
- damaged, including clothing that is ripped or torn.



Educators will be required to supply their own shorts or pants with consideration given to the appropriateness of such clothing when actively working with the children. Shorts and/or pants are required to be no shorter than mid-thigh length with consideration given to ensuring that no parts of their buttocks are exposed.

Where Educators are required to attend special events, conferences, courses or seminars the service uniform requirements still apply unless specifically directed by the Coordinator or Approved Provider.

Educators will be provided with a Service name badge and/or identification card which must be worn whilst on duty at the Service. Name badges and/or identification cards must be kept clean and should be worn so that they are clearly visible.

In some circumstances it may not be practicable for Educators or other staff to wear the Service uniform such as during pregnancy or for religious requirements. In such cases, Educators and other staff should comply with the general presentation requirements and seek approval from the Coordinator or Approved Provider.

If the Coordinator determines that the Educator's dress or appearance does not comply with this policy, a determination will be made as to whether the educator is allowed to remain at work or must leave work to change his/her dress. In any circumstance that an Educator is requested to return home and change the coordinator will ensure that the Educator/child ratios of the Service are maintained.

Educators who leave the employ of the service will be required to return all Service uniform shirts in a clean and laundered state. Old or unwanted uniform items should not be given to charities, other people or organisations but should be returned to the Coordinator for disposal.

### **Personal Protection Clothing**

The Service will ensure that uniform shirts supplied comply with recommended Sunsmart guidelines and include a collar and mid-length sleeve.

In order to comply with the Sunsmart Policy of the Service, Educators and other staff will be required to wear a broad-brimmed hat when outdoors. Educators will be responsible for supplying their own broad-brimmed hat and ensuring it is at the Service when required.

Educators will be required to wear enclosed and protective footwear at all times. The standard requirement will be a sandshoe or jogger however, consideration may be given to other types of footwear provided that it encloses the foot and is not a strap-on type of footwear. All footwear must meet the work, health and safety requirements of the service and be conducive to active participation with the children.

### **Personal Safety**

Educators or other staff with long hair are required to secure their hair and tie it back when working with the children and/or handling and preparing food.

Work, health and safety requirements must be considered when determining if excessive jewellery, jewellery, body piercings and/or other accessories worn by Educators are appropriate when working with children. Educators will be encouraged to:

- wear small sleeper or stud type earrings; and
- minimise the wearing of large or protruding rings; and
- minimise the wearing of long, dangly necklaces; and

- minimise the amount of jewellery worn when working with the children.

To ensure their safety and that of the children and colleagues, Educators are requested to maintain their fingernails at a safe and workable length and to minimise any nail decorations and/or embellishments.

### Personal Appearance

Educators are expected to maintain a high standard of personal care, ensuring that their:

- hair is clean and tidy;
- personal hygiene includes deodorant and/or antiperspirant;
- choice of clothing is laundered and kept in good repair.

The Service acknowledges the Educator's' right to individual cultural and creative expression through piercings (facial, tongue or body) and/or tattoos however, there is an expectation for Educators to ensure that:

- all piercings comply with the service's work, health and safety requirements; and
- tattoos visible to children and families are non-offensive.

### References

- Tablelands Regional Council. (2014, December). *Staff Uniform and Presentation Policy*. Retrieved from Tablelands Regional Council:  
<http://www.trc.qld.gov.au/sites/default/files/Staff%20Uniform%20and%20Presentation%20Policy.pdf>
- University of Wollongong. (2014, February). *Educator Dress code Policy*. Retrieved from UniCentre - University of Wollongong:  
<http://unicentre.uow.edu.au/content/groups/public/@web/@unic/@mkt/documents/doc/uow146232.pdf>

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## 8.22 Educator Interactions with Families -Professional Boundaries

The Service acknowledges that throughout the course of providing education and care to children, Educators develop trusting and supportive relationships with families. These relationships have been known to extend beyond the professional boundaries of the Service. This policy outlines the procedure for managing the connection between professional boundaries and personal relationships to ensure the safety and wellbeing of all stakeholders.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Family and Child Commission Act 2014;*
- *Child Protection Act 1999 and Regulations 2000;*
- *Duty of Care ;*
- *Code of Conduct;*
- *NQS Area: 4.2.1; 5.1.1; 5.2.3; 7.1.2; 7.3;*
- *Policies; 8.1–Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.9 – Employee Code of Conduct, 8.10 – Employee Orientation and Induction, 8.14 – Employee Online Social Networking, 9.3 – Communication with Families.*

## Procedures

Educators who are personally friendly or are in existing relationships with family members of children who attend the service (such as brother, sister, aunt, uncle, etc.) shall declare such relationships to the Coordinator so that professional boundaries and expectations can be clarified.

On occasion, Educators may be requested by families to attend personal events (such as birthday parties) or to provide Services for their children such as babysitting. To this end, the following protocols shall apply:

- Educators who are requested to attend personal events or to provide services (such as those mentioned above) will be required to disclose these to their employer (date, location and time) and whether they choose to attend.
- any employee/employer arrangements made between an Educator and the family shall be completely independent of the relationship between the Service and the employee.
- the conduct of the Educator is not guaranteed by the Service for any work conducted outside of the service. This includes references to suitability checks and employment history.
- Educators will be cautioned about taxation and income declaration implications should the engagement of Services involve payment.

Educators engaged by families to provide private child care services outside the Service operating hours will be encouraged to maintain ethical practices and standards including:

- maintaining confidentiality, respect and the families right to privacy; and
- demonstrating behavior that enriches the provision of care and advances the OSHC profession

Families will be provided with information (by way of fact sheet) about child grooming to ensure they are able to make an informed decision. This may include undertaking independent suitability checks.

Families will be encouraged to use reputable babysitting/child minding agencies to provide such Services should they need care outside of Service operating hours.

#### References

<http://www.health.gov.au/internet/publications/publishing.nsf/Content/drugtreat-pubs-front11-fa-toc~drugtreat-pubs-front11-fa-secb~drugtreat-pubs-front11-fa-secb-2~drugtreat-pubs-front11-fa-secb-2-3>

<http://careers.socialworkers.org/documents/Professional%20Boundaries.pdf>

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# POLICY GROUP NINE:

## Parent, Family and Community Relationships

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### 9.1 Access

This Service is available to all school age children and is primarily for those whose parents work or study. The program is designed to include children from various backgrounds e.g. cultural, religious, gender, disability, marital status and income. All areas/members of the community are respected, valued, catered for and encouraged to be involved in the operation of the Service.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Child Care Services Handbook (for current year);*
- *Duty of Care;*
- *NQS Area: 1.1.5; 3.1.3; 4.2.1; 6.1.1, 6.1.3; 6.3.1,6.3.3; 7.1.1; 7.2.1; 7.3.2, 7.3.4, 7.3.5;*
- *Policies: 2.11 – Including Children with Special/Additional Needs, 9.2 – Enrolment, 9.3 – Communication with Families.*

### Procedures

If demand for places provided at this Service exceeds those available, priority of access will be given based on guidelines provided by the Department of Employment, Education and Workplace Relations (DEEWR) through the current Child Care Services Handbook.

The Service and its employees will promote equality, cultural diversity and will be actively encouraged to understand individual children's backgrounds and provide opportunities being sensitive to their needs.

To enable children with special/additional needs to attend, the Service will facilitate access to inclusion and support assistance as necessary.

To enable children to participate in the range of activities at the Service, the Co-ordinator will invite and encourage all parents/guardians and their child to meet with Educators regularly to review and evaluate how the Service is meeting the needs of the particular child.

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## 9.2 Enrolment

The Service acknowledges the need to ensure accurate and relevant information relating to the specific needs of each child is available and uses effective enrolment procedures to obtain such information and to impart appropriate information to parents/guardians.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Australian Government Department of Education Children's Services Handbook;*
- *Duty of Care;*
- *NQS Area: 1.1.5; 2.1.1; 2.2.1; 2.3.4; 4.1.1; 4.2.1; 6.1; 6.2.1; 6.3.2, 6.3.3;; 7.2.1, 7.2.3; 7.3.1, 7.3.2, 7.3.4, 7.3.5;*
- *Policies: 2.4 – Arrivals and Departures of Children, 2.11 – Including Children with Special/Additional Needs, 2.13 – Use of Photographic and Video Images of Children, 3.5 – Excursions, 3.8 – Extra-curricular Activities, 4.6 – Medication, 4.8 – Sun Safety, 4.10 – Anaphylaxis Management, 8.15 - Children of Employees, 9.1 – Access.*

### Procedures

The enrolment process will commence where the families will be provided with a Service enrolment pack, including but not limited to:

- child enrolment form;
- Service rules and behavior expectations;
- family handbook;
- electronic copy of the Service's Policies and Procedures upon request.

Enrolment at this Service for children over pre-school age (but not yet started prep) is available from the beginning of the calendar year in which they will attend school. Families may need to provide documentation relating to proof of age prior to enrolment being accepted.

Strictly for the purposes of enabling the Service to fulfill its Duty of Care responsibilities to the child and comply with these policies and procedures, the following information in relation to children is requested from all parents/guardians through the Service enrolment form:

- personal details (name, address, and date of birth);
- name, home address and work name and phone numbers of parent/guardian;
- name, address, phone number and relationship to child of persons (authorised nominee) who may be contacted for emergency collection;
- parental/guardianship and/or residential details (if any), including copies of relevant court orders;
- relevant health, medical details including a copy of the child's immunisation history statement;

- name, address and phone number of the child's doctor;
- any special physical, emotional, dietary, religious, cultural or other needs or considerations relating to the child;
- authorisation for the Service Co-ordinator (or nominated Educator) to:
  - provide emergency medical treatment;
  - apply/assist to apply SPF+30 sunscreen;
  - take and/or display children's photographs;

The enrolment form shall also include the written consent of the parent/guardian signing the form to the use of the information by the Service in keeping with the Information Handling Policy (Privacy and Confidentiality), (see Policy 10.8) and the other Policies and Procedures of the Service from time to time,

The Service cannot provide its Services to a child, and may refuse to do so, if the parent/guardian refuses to give any or all of the above information, as the Service will not be able to discharge its Duty of Care and other responsibilities to the child without this information.

Failure to provide the child's immunisation history statement, within the requested timeframe, may result in the child's enrolment being:

- refused or cancelled; or
- accepted, however attendance would be refused until proof of up-to-date immunisation status is provided; or
- conditionally accepted as per the Service's Child Immunisation Policy.

The Service will, on a regular basis, request families to update children's enrolment forms to ensure all parent/guardian and emergency contact information is current.

All information obtained through the enrolment procedures will be kept in strictest confidence and used only for the purposes for which it is obtained (see also Policy 10.8 Information Handling [Privacy and Confidentiality]).

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### 9.3 Communication with Families

The Service recognises and acknowledges the importance of effective communication with families and strives to encourage their participation to enhance the Service provided. Families are welcome to attend the Service or talk to Educators during operation. We encourage families to voice any concerns in a way that will assist us to provide a better Service.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*

- NQS Area: 1.1.4, 1.1.5; 2.1.1, 2.1.4; 2.2.1, 2.2.2; 4.1; 4.2.1; 6.1; 6.2; 6.3.2, 6.3.3; 7.1.5; 7.2.1, 7.2.3; 7.3.1, 7.3.2, 7.3.4, 7.3.5;
- Policies: 2.4 – Arrivals and Departures of Children, 2.6 – Behaviour Support and Management, 2.7 – Exclusion for Behavioural Reasons, 2.11 – Including Children with Special/Additional Needs, 2.13 – Use of Photographic and Video Images of Children, 2.14 – Bookings and Cancellations, 3.4 – Homework, 3.5 – Excursions, 3.8 – Extra-curricular Activities, 3.11 – Escorting Children, 4.2 – Infectious Diseases, 4.6 – Medication, 5.2 – Food and Nutrition, 4.8 – Sun Safety, 4.10 – Anaphylaxis Management, 4.15 – Asthma, 9.2 – Enrolment, 9.5 – Complaints Handling, 10.4 – Fees, 10.8 – Information Handling (Privacy and Confidentiality), 10.12 – Information Technology, 10.18 – Court Orders and the Release of Children in Care.

## Procedures

For new families at the Service, the first point of contact will be the Co-ordinator, Administrator or senior Educator, who will meet with the parents/guardians and the child to discuss the Service and the child's needs and to answer any questions.

On enrolment, a Family Handbook will be provided as part of the Service enrolment package. The information contained in this handbook is based on the Service Policies and Procedures and should be used as a reference.

Parents/guardians will have access to meet with the Co-ordinator by appointment, to discuss any issues or concerns with respect to their child and/or the Service. Information is available to families about their child which includes documentation of their child's learning, development and participation in the program.

Information provided by families relating to their child's participation in the program will be documented and stored as appropriate.

Only approved persons are to enter the premises, an approved person is a person who has been given permission by the parent/guardian, Co-ordinator/Educators or Management Committee.

The Co-ordinator will treat all enquiries and concerns, and the persons making them, seriously and with respect and will endeavour wherever possible to answer questions and provide required information.

Any deficiencies in the Service which are identified through this process, and can be rectified, will be taken into account by modifying or enhancing these Policies and Procedures, or the program, as appropriate.

The Co-ordinator may refer families to information relating to appropriate community support and resource agencies that are accessible and available at the parent sign in/notice board area.

Information for parents may also be communicated through:

- regular newsletters; and/or
- parent sign in and notice board area; and/or
- regular meetings between Co-ordinator/Educators and parents/guardians; and/or
- notices written by the Co-ordinator, and approved by the Management Committee, being given to parents/guardians when there are matters of changed policy and it is



important for the changes to be communicated before the next newsletter or monthly meeting; and/or

- blasts and notifications sent through the Service social networking site (if applicable).

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## 9.4 Communication with Community

The Service recognises and acknowledges the importance of its local community and seeks to act as a responsible neighbour and community member, both in the interests of its community and of enhancing the experience of children as members of the community.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *NQS Area: 6.2.2, 6.3.1, 6.3.3, 6.3.4; 7.3.1, 7.5.1;*
- *Policies: 8.14 – Employee Online Social Networking, 9.5 – Complaints Handling, 9.6 – Communication with Families, 9.7 – Community Engagement.*

### Procedures

The Co-ordinator is responsible to ensure that the Service holds current contacts and information on relevant community resources, and that Educators are made aware of them through regular team meetings and the Educator Handbook.

The Family Handbook makes it clear that families have access to information on relevant community resources for their children, and the Co-ordinator ensures that they are indeed available on request by parents/guardians.

Members of the community will have free access to meet with the Co-ordinator by appointment (provided that parents and children of the Service are the greater priority), to discuss any issues or concerns with respect to the Service.

The Co-ordinator will treat all enquiries and concerns, and the people making them, seriously and with respect and will endeavour wherever possible to answer questions and provide required information.

Any deficiencies in the Service which are identified through this process and can be rectified will be taken in to account by modifying or enhancing these Policies and Procedures, or the program, as appropriate.

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## 9.5 Complaints Handling

To ensure Service provision is in keeping with these Policies and Procedures and other applicable requirements, the Service invites comments and complaints from children, parents/guardians, employees and the community. The Service respects and considers all complaints, which require a resolution, seriously and attempts to find a satisfactory resolution wherever possible.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Privacy Act 1988;*
- *NQS Area: 4.2.1; 4.2.2; 4.2.3; 6.1.1; 6.1.3; 7.1.1; 7.1.2; 7.1.3; 7.1.5; 7.2; 7.3;*
- *Policies: 8.6 – Employee and Volunteer Grievance, 9.3 – Communication with Families, 9.4 – Communication with Community, 9.8 – Parent Conduct, 10.8 – Information Handling (Privacy and Confidentiality).*

### Procedures

The Co-ordinator shall be the first contact for all comments and/or complaints. However the complainant will have direct access to the Management Committee, and the Co-ordinator will permit and, if appropriate, encourage the complainant to do so, if:

- the complaint is about the conduct of the Coordinator;
- the complainant is not comfortable to take the complaint to the Co-ordinator;
- the complainant is not satisfied with the Co-ordinator's handling of the complaint;
- the complaint is about a matter of Management and Administration Policy.

For this purpose, parents and others will be kept informed of the current contact details of the Management Committee through the Family Handbook, newsletter or other appropriate form of communication, or otherwise will be available on request.

Using the Complaint Record Form (see Appendix 16 ), the Co-ordinator will record all details of the complaint, any relevant discussions, and if appropriate, the resolution of the complaint. Both the Co-ordinator and complainant should sign this form with a copy provided to the complainant on request.

The Co-ordinator will seek to resolve all genuine and reasonable complaints in the most appropriate way possible in consultation with the complainant. Discussions with the complainant are not to be conducted in presence of the children, other employees or parents, and heated discussions are to be avoided as far as possible.

To protect the privacy of all individuals, and encourage openness and honesty in the handling of complaints, the complaints record form is a confidential document, which will not be accessible to any person, provided that the Co-ordinator will provide copies of relevant entries only to a complainant on request.

Any matters of complaint can be referred to the Service Management Committee or the relevant Regulatory Body for further guidance and/or assistance.

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## 9.6 Parent and Community Participation

The Service values the important role that parents and the community take in the overall development, understanding and awareness of children. For this reason, the Service shall endeavour to encourage parent participation and engage with the local and wider community in mutually beneficial and supportive relationships in an effort to support children's lifelong learning and recreational enrichment.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Public Liability Insurance;*
- *Commission for Children, Young People and Child Guardian Act 2000;*
- *NQS Area: 2.2.2; 2.3.3; 4.2.1; 6.1.1, 6.1.2; 6.2.1, 6.2.2; 6.3.1, 6.3.3, 6.3.4; 7.1.5; 7.2.1, 7.2.3; 7.3.2, 7.3.4, 7.3.5;*
- *Policies: 3.5 – Excursions, 8.5 – Volunteers, 9.3 – Communication with Families, 9.4 – Communication with Community, 9.8 – Parent Conduct, 10.9 – Risk Management and Compliance.*

### Procedures

#### Parents

The Service shall develop and implement strategies and processes through the enrolment form that identify:

- parent skills and interests suitable to the program;
- how such parent involvement will support the overall objectives of the Service and in particular program delivery; and
- when such parent skills and interests may be utilized as part of the program throughout the year;

- parents will be encouraged to participate in the Service through attendance at Management meetings and/or Service events.

### Community

The Service shall develop and implement strategies and processes that identify:

- accessible Community Resources;
- the methods in which such resources can be utilized e.g. excursions, incursions, support activities etc;
- how such Community engagement will support the overall objectives of the Service and in particular program delivery; and
- when such Community resources may be able to be utilized throughout the year.

The Coordinator, Management and employees shall identify local and wider community resources, where mutually beneficial and supportive relationships require establishment or enhancement.

Families of the Service will be encouraged to suggest suitable and appropriate community venues that may be considered for excursions, incursions etc.

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## 9.7 Management of Intoxicated or Persons Under the Influence

The following Policy and Procedure are written and described without prejudice:

On occasion, nominated and/or certified supervisors of the Service may need to exercise duty of care in managing particular situations. These occasions as described by such policy may include those in which it is suspected that children may be released into the care of intoxicated or under the influence persons. All persons considered or expected under the influence of drugs, alcohol or other substance that are under the employ (at the time) of the Service shall be referred to the "fit for work" policy and procedure. All persons who are not under the current employ of the Service shall be requested to follow the policy and procedure as described.

Under no circumstances would the Service recommend that unfit persons take on duty of care for children unless the following procedures have been duly considered.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Duty of Care;*
- *Work Health and Safety Act 2011;*

- NQS Area: 2.3.2; 4.2.1; 7.1.1, 7.1.2; 7.3.2, 7.3.4, 7.3.5;
- Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.4 – Arrivals and Departures of Children, 8.10 – Employee Orientation and Induction, 9.3 – Communication with Families, 9.8 – Parent Conduct.

## Procedures

The family shall maintain the parental responsibility under the relevant acts and provisions to care for their children. In this case the parent shall:

- understand and follow all laws regarding the collection and care of school age children and any individual Service laws that they select of their own accord to use.

Should the Co-ordinator or other senior employee reasonably suspect that the relevant parent, guardian or person authorised to collect the child is under the immediate influence of alcohol, drug or other substance, they shall:

- make attempt to discuss concerns with parent, guardian or authorised person;
- if not parent, then make attempt to contact parent to discuss concerns;
- only release the child if required to by law;
- call the police if an immediate threat to the welfare and wellbeing of children/and or family exists.

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## 9.8 Parent Conduct

The Service strives to provide a safe and healthy workplace for employees and a caring and supportive environment for children and families. The Service expectations of parent conduct while attending the Service are clearly explained in the parent information package and are further supported by this policy.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Duty of Care;
- NQS Area 6.1.1; 7.1.1; 7.3.2, 7.3.4;
- Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.4 – Arrivals and Departures of Children, 7.3 – Harassment and Lockdown, 8.10 – Employee Orientation and Induction, 9.3 – Communication with Families, 9.6 – Parent and Community Participation, 9.7 – Management of Intoxicated or Persons Under the Influence.

## Procedures

Parents shall be expected to communicate appropriately with all Educators while dropping off or collecting their children, or other children as permitted to and from the Service.

Appropriate communication shall include, but not be limited to:

- appropriate language; and
- calm and considerate tone.

Parents shall not be permitted to discipline verbally or in any other way the children of other families. Should a parent have an issue or concern regarding the conduct of another child, family or employee, they shall follow appropriate grievance procedures as outlined in this manual.

Parents who consistently breach the conduct expected of them while engaging with the Service may be exposed to appropriate consequences which may result in the suspension of their family's enrolment with the Service.

The police may be notified if Parent conduct within the Service is threatening or violent.

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## 9.9 Acceptance and Refusal of Authorisations

The Approved Provider acknowledges the importance of ensuring parents/guardians/authorised nominees are aware of the process for authority to be given and/or refused for children to participate in relevant aspects of the program through the initial enrolment procedure. Such authorisations and/or refusals must be received in writing and will be handled in accordance with the service's Information Handling (Privacy and Confidentiality) Policy.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Family and Child Commission Act 2014;*
- *Privacy Act 1988 and Regulations 2013;*
- *Duty of Care;*
- *NQS Area: 1.1.2; 1.1.3; 1.1.4; 1.1.5; 2.1.4; 2.2.2; 2.3.2; 2.3.4; 6.1; 6.2.1; 6.3.1; 6.3.3; 7.1.1; 7.3.1; 7.3.2; 7.3.4; 7.3.5;*
- *Policies: 2.4 – Arrivals and Departures of Children, 2.11 – Including Children with Special/Additional Needs, 2.13 – Use of Photographic and Video Images of Children, 2.14 – Bookings and Cancellations, 2.15 – Children's Belongings and Property, 3.2 – Program and Documentation Evaluation, 3.4 – Homework, 3.5 – Excursions, 3.7 – Physical Activity, 3.8 – Extra-Curricular Activities, 3.10 – Observational Recording, 3.11 – Escorting Children,*

3.13 – Water Safety, 3.15 – Cooking with Children, 4.6 – Medication, 4.8 – Sun Safety, 4.10 – Anaphylaxis Management, 4.11 – Emergency Health and Medical Procedure Management, 4.14 – Asthma, 5.2 – Food and Nutrition, 9.2 – Enrolment, 9.3 – Communication with Families, 9.5 – Complaints Handling, 10.4 – Fees, 10.8 – Information Handling (Privacy and Confidentiality), 10.9 – Risk Management and Compliance, 10.10 – Managing Compliance within the Service, 10.18 – Court Orders and the Release of Children in Care.

## Procedures

Through the Service enrolment process parents/guardians will have opportunity to give and/or refuse authority for the following (including but not limited to):

- sharing of information, relevant to the care of their child (e.g. health, wellbeing and/or cultural requirements) amongst educators and/or support workers who are working within the OSHC program;
- provision of emergency medical treatment including obtaining any medical, hospital and/or ambulance service in the case of an accident or emergency involving their child;
- OSHC Educators to liaise with other health/medical professionals in relation to the care of their child;
- OSHC Educators to assist their child to apply a SPF 30+ sunscreen prior to outdoor activities;
- OSHC Educators to take photos of their child to record important events and special activities as part of the program.

Parent authority, in writing, will be required before any child will be allowed to leave the approved area of the service. This includes (but is not limited to):

- excursions;
- extra-curricular activities; and
- regular Outings.

Verbal authorisations will be accepted by the Service however the following procedure will be implemented:

- confirm the identity of the person providing the authorisation;
- ensure the person is an authorised person on the child's enrolment form;
- document the nature of the authorisation being sought/given; and
- record the name of the person, how the identity was confirmed and the time and date of the verbal authorisation.

The OSHC Coordinator may exercise the right of refusal if written or verbal authorisations do not comply with this policy or the necessary regulatory requirements.

The Service will waive compliance with this policy where a child requires emergency medical treatment for conditions such as anaphylaxis or asthma. The Service can administer medication without authorisation in these cases, provided they contact the parent/guardian as soon as practicable after the medication has been administered.

Procedures for parents/guardians/authorised nominees to give and/or refuse authority for children's participation is contained within the relevant policies of this Service (e.g. excursions policy, extra-curricular activities policy, escorting children policy).

Parents/guardians are responsible for, have the right at any time to, change authorisations given to the Service in relation to their child and their child's participation in the program. This may be done through completion of an updated enrolment form or other written authorisation.

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## 9.10 Visitors

The Service seeks to provide an open and friendly environment, which values and actively encourages visitors. At the same time we recognise our duty of care to ensure a safe environment for children, families and staff, and we recognise our responsibility to protect and preserve our resources.

Visitors are defined as all people other than:

- staff members;
- children enrolled and attending the Service;
- parents/guardians involved in the task of delivering or collecting children from the Service;
- authorized persons to pick up children.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Child Protection Act 1999 and Regulations 2000;*
- *Privacy Act 1988 and Regulations 2013;*
- *Work Health and Safety Act 2011 and Regulations 2011;*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011;*
- *NQS Area: 2.3.1, 2.3.2, 2.3.3, 2.3.4; 4.1.1; 6.3.1, 6.3.3, 6.3.4; 7.3.2, 7.3.4, 7.3.5;*
- *Policies: 2.2 - Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.3 - Educator Ratios, 2.4 - Arrivals and Departures of Children, 2.11 - Including Children with Special/Additional Needs, 2.13 - Use of Photographic and Video Images of Children, 2.20 - Supervision of Children Policy, 3.1 - Educational Program Planning, 6.3 - Workplace Health and Safety, 7.2 - Drills and Evacuations, 7.3 - Harassment and Lockdown, 8.5 – Volunteers, 9.6 – Parent and Community Participation, 10.23 - Provision of Information, 10.24 - Privacy Policy.*



## Procedures

The Service shall establish protocols and procedures that effectively monitor and manage visitors, whilst attending the Service.

All visitors must report to the OSHC office on arrival at the Service and sign the Visitors Register. Visitors may be required to display a 'visitors' badge at all times whilst at the Service.

Visitors will be advised of any Safety Policies and Procedures that may be relevant to the purpose and/or time of their visit.

Visitors to the Service will be expected to comply with all relevant work, health and safety requirements of the Service including appropriate clothing and/or footwear.

All visitors will be accompanied or supervised by a staff member during their time in the Service during operating hours.

Any persons found on the premises unescorted will be asked by any staff member who observes them if they require assistance and then will direct the person back to the OSHC office. If the unescorted person becomes hostile, procedures as per the Service's Harassment and Lockdown Policy (see policy 7.3) may be enacted.

All non-public access areas shall be marked by clear signage and/or entry shall be restricted by locked doors.

The Service's emergency management procedures will ensure that any visitors in the Service at the time of any emergency or practice drill are recognised and appropriately catered for.

Visitors to the Service will not be privy to information of a confidential nature unless they have authority by law or written permission has been previously obtained from the family or staff member.

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# POLICY GROUP TEN:

## Management and Administration

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### 10.1 Quality Compliance

The Service strives to meet the National Quality Standard for Early Childhood Education and Care and School Age Care and the requirements for Approved Providers of child care Services under the *Education and Care Services National Law Act, 2010 and Regulations 2011* in such a way as to best fulfill its ability to care for children and to carry out the agreed Policies and Procedures of the Service.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*;
- *'My Time, Our Place' Framework for School Age Care*;
- *NQS Area: 4.1; 7.1; 7.2; 7.3*;
- *Policies: 1.1 – Philosophy Statement, 1.2 – Goals, 2.10 – Reporting Guidelines and Directions Policy for Handling Disclosures and Suspicions of Harm, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 5.3 – Food Act Compliance, 6.1 – Space and Facilities Requirements, 7.1 – Emergency Equipment and Facilities, 8.2 – Educational Leader, 10.5 – Approval Requirements under Legislation, 10.6 – Supervisor Certificate, 10.9 – Risk Management and Compliance, 10.10 – Managing Compliance within the Service.*

### Procedures

The Service has developed, and will regularly review and update, written policies for conduct of the Service (including at least the matters required by the *Education and Care Services National Regulation 2011* and the *National Quality Standards*).

The Management Committee requires the Co-ordinator, or her/his nominated delegate to act as Quality Officer to:

- ensure and monitor the implementation of this Quality Compliance Policy;
- check for, record and act on any non-compliances by the Service or its employees with this Quality Compliance Policy or any Quality Areas; and
- to monitor changes in the *Education and Care National Law Act, 2010* and the *National Quality Standards* (or any specific quality elements) which may affect or require a change to any of the Policies and Procedures of the Service.

The Quality Officer (if that role is separate from the Co-ordinator's role) is to report on all such matters to the Co-ordinator, who will, in turn, report to the Management Committee.

The Service adopts a statement of 'Service Philosophy' (see Policy 1.1), as part of its Policies and Procedures, which reflects National Quality Standard compliance as a minimum, but which

truthfully reflects the values promoted by the Management Committee and the Co-ordinator within the Service.

Educators are an important part of the Service and:

- are consulted as appropriate in the development and modification of all Policies and Procedures;
- are provided with an up-to-date Educator Handbook, containing relevant information necessary to enable them to abide by Service Policies and Procedures;
- agree to adhere to all values, Policies and Procedures, through written terms of employment and role statements, including acceptance that repeated failure to comply may result in termination of employment.

The Co-ordinator in conjunction with the Management Committee is responsible to conduct regular informal assessments, and formal annual performance reviews, of all employees' adherence to Policies and Procedures and to take immediate appropriate steps to address non-compliances.

The Statement of 'Service Philosophy' is displayed on the wall of the Service, in the Educator Handbook, and in the Family Handbook and enrolment materials.

Children and families are an important part of the Service and:

- are actively invited to participate in decision-making and Policy development wherever appropriate;
- are kept informed of all Policies and Procedures, and their means of communicating with the Service, through a Family Handbook and regular communications via the Service newsletter.

In addition to this General Quality Compliance Policy, the National Quality Standards requirements of the current legislation are incorporated into the specific Policies and Procedures of the Service.

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## 10.2 Role and Composition of Management Committee

The Service Management Committee defines clearly in writing its own role and communicates with the Approved Provider, parents, the community, educators and other stakeholders to ensure that the Management Committee effectively fulfils its role.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Mayfield State School Parent and Citizens' Association Constitution;
- QCPCA P&C Operations Manual;
- Associations Incorporation Act, 1981;
- NQS Area 7.1.1, 7.1.5; 7.3;
- Policies: 8.3 – Recruitment and Employment of Educators, 8.6 – Employee and Volunteer Grievance, 8.8 – Performance Monitoring, Review and Management, 9.5 – Complaints Handling, 10.1 – Quality Compliance Policy, 10.3 – Budgeting and Planning, 10.11 – Management Code of Conduct, 10.17 – Strategic Planning.

## Procedures

The Management Committee has a written Role Statement and Code of Conduct which will be made available to all interested persons associated with the Service. This form is to be signed by each person who will keep a copy and the original copy will be held by the Service.

In addition to anything else provided in the Role Statement from time to time, the Management Committee is responsible to ensure that:

- the philosophy and goals of the Service are developed and update as appropriate;
- the Service philosophy and goals are available to all through the Family Handbook, the Educator Handbook and other publications of the Service;
- the performance of the Co-ordinator is monitored and reviewed; (see also Policy 8.8)
- the budgeting and planning process for the Service is approved and monitored; (see also Policy 10.3)
- they are available to be contacted by families and/or employees regarding grievances and/or complaints.

The Service regularly publicises details of the role, operation and composition of the Management Committee and the right of parents and community members to stand for election/appointment to the Management Committee.

The Management Committee is responsible to monitor the Co-ordinator and other employees in implementing these policies and procedures.

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## 10.3 Budgeting and Planning

To ensure the effective and efficient management of the Service, the Management Committee and Co-ordinator shall work together to develop effective and responsible budgets for the ongoing operation of the Service.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Mayfield State School Parent and Citizens' Association Constitution;*
- *QCPCA P&C Operations Manual;*
- *Associations Incorporation Act, 1981;*
- *NQS Area: 3.2.2; 6.1.2; 7.1.1, 7.1.3; 7.2.3; 7.3.1, 7.3.2;*
- *Policies: 6.1 - Space and Facilities Requirement, 6.2 - Provision of Resources and Equipment, 8.3 – Recruitment and Employment of Educators, 8.4 – Educator Professional Development and Learning, 10.4 – Fees, 10.17 – Strategic Planning.*

### Procedures

Budgets will be prepared in advance by the Co-ordinator, in conjunction with the Management Committee and tabled at the next Management Committee meeting for approval.

Budgets will take into account the need for appropriate and adequate employees, facilities, equipment, maintenance and the requirements of the Service Policies and Procedures.

Budgets will also take into account the professional development needs of Educators at the Service with a yearly allocation for training relating to their job role.

Service budgets will be used in the strategic planning process to ensure allowances are made for major items of expenditure such as replacing computers, resources and/or furniture.

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## 10.4 Fees

This Service aims to provide a quality Service to families at an affordable price. The Management Committee will set fees based on the annual budget required for the provision of quality childcare in keeping with the Service's Philosophy Statement and other goals, and these Policies and Procedures. Child care benefit is available to all families who meet residency and immunization guidelines.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Australian Government Child Care Service Handbook;
- NQS Area 6.1; 7.1.1; 7.3.1, 7.3.2, 7.3.4, 7.3.5;
- Policies: 2.14 – Bookings and Cancellations Policy 3.5 – Excursions Policy, 9.2 – Enrolment Policy, 9.3 – Communication with Families Policy, 10.3 – Budgeting and Planning Policy, 10.17 – Strategic Planning Policy.

## Procedures

Bookings made on the day of attendance for Before School Care and After School Care with incur a casual fee of \$5 extra per child and for Vacation Care a casual fee of \$10 extra per child.

An extra casual fee of \$10 per child will be charged for excursion bookings made after the stated cutoff date in the Vacation care brochure.

Fees will be paid, for all days booked, within one week of the last day of attendance each week.

A statement must be issued by the service for each child receiving Child Care Benefit as reduced fees as per the Australian Government's Child Care Service Handbook. (A copy of which is accessible by parents and other genuinely interested persons from the website [https://docs.education.gov.au/system/files/doc/other/ed14-0053\\_ccs\\_-\\_child\\_care\\_service\\_handbook\\_v2\\_0.pdf](https://docs.education.gov.au/system/files/doc/other/ed14-0053_ccs_-_child_care_service_handbook_v2_0.pdf))

Accepted payment methods include ezidebit, cash, direct deposit or internet transfer.

All monies will be banked on behalf of the Service as soon as possible after receipt.

### Childcare Benefit

The Co-ordinator will keep parents informed about the availability of Childcare Benefits (**CCB and CCR**) by:-

- advising all parents of the ability to apply for Childcare Benefit through the Family Assistance Office through the Family Handbook;
- information brochures (if available) will be available for parents. <https://www.education.gov.au/fact-sheet-kit-families-using-child-care>

Families are required to provide all Centrelink information, as requested on the enrolment form, to be eligible for Childcare Rebate. Full fees will be charged until the Service receives current and correct information from the family.

Credit for fees already paid will be made in accordance with the Australian Government's Child Care Service Handbook.

All CCB records will be kept for 3 years from the last entry on the record in accordance with the Australian Government's Child Care Service Handbook.

### Late Fees

Closing time of this Service is 6.00pm. Parents who collect their children after this time will incur a late fee of \$20 for the first 15 minutes and \$1 per minute thereafter (this is to compensate employees for overtime rates as required by relevant industrial instruments).

### Overdue Fees

If there are outstanding fees of over \$10, or where no payment has been made in at least two weeks:-

- in the first instance, the Co-ordinator/administrator will remind the parent verbally or by email and record when the parent has agreed to pay the account;
- if no payment has been received when agreed, written notification by mail or by email will be sent;
- if no arrangements have been made the parent will be contacted where the terms of payment are discussed and parents are informed that continued enrolment is dependent on the payment of the fees outstanding;
- a debt collection agency may be used if payment of fees have not been received;
- the Service may exclude the child temporarily or permanently from further attending the Service if the parents have not met the requirements as advised to them.
- if an account is in arrears of \$500 or more, children will be suspended from the service until the debt has been paid off or unless other arrangements have been made (eg payment plan) with the service and this arrangement is fulfilled.

### Cancellations and Refunds

Cancellations of bookings will be made in accordance with the Bookings and Cancellations Policy (see Policy 2.14) and will incur any relevant fees and charges according to such policy.

If a family has permanently cancelled care and their account is in credit, they must provide written instructions to the service indicating:

- if a refund is required and have provided account details for transfer; or
- a donation of the credit balance to the Service.

An administrative fee of \$5 will be charged to family accounts when processing a refund payment.

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## 10.5 Approval Requirements under Legislation

As part of the Service risk management and compliance obligations, the Management Committee and the Co-ordinator shall jointly be responsible to ensure that the Service complies with the Approval requirements under the Education and Care Services National Law 2010 and Regulations 2011.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *NQS Area: 7.1.1, 7.1.4; 7.2.1; 7.3.1, 7.3.2, 7.3.3;*
- *Policies: 10.1 – Quality Compliance, 10.2 – Role and Composition of Management Committee, 10.6 – Supervisor Certificate, 10.8 – Information Handling (Privacy and Confidentiality).*

## Procedures

An application for Provider Approval must be made, in writing, to the relevant Regulatory Authority prior to the Service being operational.

An Approved Provider may apply, in writing, to the Regulatory Authority for Service Approval to operate an education and care Service, if the Approved Provider is or will be the operator and will be responsible for the management of the staff members and Nominated Supervisor for that Service.

Information required to be provided to the Regulatory Authority as part of the Service Approval process includes, but is not limited to:

- the location and street address of the proposed Service;
- plans prepared by a building practitioner showing the location of:
- all buildings, structures, outdoor play and shaded areas;
- location of entry and exits;
- location of toilets and hand washing facilities;
- floor plan showing unencumbered indoor and outdoor spaces;
- calculations verifying regulated space requirements.

As part of the Service Approval process, a Nominated Supervisor for the Service must be delegated, in writing and with their consent, to the Regulatory Authority (see Policy 10.6 – Supervisor Certificate).

While the Service provides, or aims to provide, regular child care to school age children, the Management Committee and the Co-ordinator are jointly responsible to ensure that the Service will not operate at any time if some person or body does not hold a current approval in respect of the Service.

While the Service is approved to provide child care, the Management Committee and the Co-ordinator are jointly responsible to ensure that:

- the Service complies at all times with the specific conditions of the approval applicable to the Service;
- the approval is renewed and kept current in accordance with the legislation;

the relevant current Service Approval is kept on display at the Service whenever child care is being provided.



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## 10.6 Service Supervisor Certificate

The approved education and care Service is granted a Service supervisor certificate which they can apply to any person working at the Service who has been identified by the Approved Provider working within the service as:

- responsible for the day to day management of the service; or
- exercising supervisory and leadership responsibilities for part of the service

The following procedure details the approved provider's process for designating a nominated supervisor or service (certified) supervisor to act as the responsible person and for obtaining consent for those persons to fulfil that position.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *NQS Area: 4.2.1; 7.1; 7.3.1; 7.3.2; 7.3.3; 7.3.5;*
- *Policies: 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 10.1 – Quality Compliance, 10.5 – Approval Requirements under Legislation, 10.9 – Information Handling (Privacy and Confidentiality), 10.22 – Determining the Responsible Person.*

## Procedures

The Nominated Supervisor and Service (certified) Supervisor must meet the requirements/conditions of the Education and Care Services National Law 2010 and Regulations 2011 in being designated by the Approved Provider to act in that role and in providing consent to do so.

The Nominated Supervisor has specific obligations under the National Law and therefore informed consent to act in that role is required. The Approved Provider will make available to the Nominated Supervisor relevant information so that they clearly understand those obligations prior to attaining consent.

The Service (certified) Supervisor may be placed in day to day charge of the Service by the Approved Provider in the absence of the Approved Provider or the Nominated Supervisor. The Approved Provider will make available to the Service (certified) Supervisor relevant information so that they clearly understand those obligations prior to attaining consent. This information is provided in accordance with the expectations of policy 10.22 – Determining the Responsible Person.

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## 10.7 Insuring Risks

The Service recognises and acknowledges the need for a responsible approach to identifying and managing risks (see Policy 10.9 – Risk Management and Compliance) and will endeavour to have adequate insurance protection at all times. Employees, children, parents and Management Committee members will be protected from the financial repercussion of public liability.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Associations Incorporation Act, 1981, (Qld) or Corporations Act, 2001 may apply (e.g. directors' duties) to your management committee or board or other governing body. Take expert advice if you are unsure of this;*
- *NQS Area: 2.3.2; 4.2.1; 7.1.1; 7.3.1, 7.3.2, 7.3.3, 7.3.5;*
- *Policies: 10.1 – Quality Compliance Policy, 10.5 – Approval Requirements under Legislation, 10.9 – Risk Management and Compliance Policy.*

## Procedures

As per the *Education and Care Services National Law 2010* responsibility rests with the Approved Provider to take out and keep current adequate public liability insurance with a minimum cover of \$10 Million building and contents (including loss of cash from premises or in transit) and other insurances\*.

A certificate of currency shall be kept on file at the Service and updated annually.

The Management Committee is responsible to ensure that the Service has adequate Worker's Compensation Insurance for all staff including volunteers.

## Claims

In the event of a claim being made or a reportable incident, the Co-ordinator will notify the Management Committee immediately.

If directed by the Management Committee, the Co-ordinator will notify the Insurance Company, ensuring that the Service follows all directions of the Insurance Company and in the case of material or significant claims, seek legal advice for the Service.

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## 10.8 Information Handling (Privacy and Confidentiality)

In order to protect children and better provide its services, the Service obtains and deals with personal and sensitive information relating to families, children and others. The Service respects the privacy of all individuals and seeks only information which it needs for these purposes and handles that information with confidentiality and sensitivity and in keeping with legal requirements.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Privacy Act, 2000 (Commonwealth) and amendments ;*
- *Privacy Amendment (Enhancing Privacy Protection) Act 2012;*
- *NQS Area: 1.1.4; 1.2.1; 1.2.3; 2.1.1; 2.3.3; 2.3.4; 4.2.1; 6.1.1; 6.1.3; 6.2.1; 6.3.2; 6.3.3; 7.1.1; 7.1.2; 7.1.5; 7.2.1; 7.3.1; 7.3.2; 7.3.4; 7.3.5;*
- *Policies: 2.10 – Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm, 2.13 – Use of Photographic and Video Images of Children, 3.10 – Observational Recording, 8.3 – Recruitment and Employment of Educators, 8.8 – Employee Performance Monitoring, Review and Management, 9.2 – Enrolment, 9.3 – Communication with Families, 9.5 – Complaints Handling.*

### Procedures

Through this policy the Service complies with the Australian Privacy Principles under the *Privacy Act, 2000 (Commonwealth)* and amendments.

The Service gathers only the information it needs in order to provide its services and protect and care for children and Educators. Types of information we collect includes (but not limited to):

- personal information on employees such as emergency contact details, qualifications, recognized training and places of previous employment;
- personal information for children and families including Centrelink Reference Numbers, names, addresses and contact details for family members/ authorized persons and children's medical details.

All above information will be stored by a secure third party provider (QK Technologies) and will only be used by the Service for its intended purpose as outlined above.

The Service obtains the written consent of persons to the use of the information by the Service in connection with providing the Services, delivering the program and complying with its Duty of Care to children, employees and other persons, including those giving the information. The

Service may seek permission to share relevant information as required by law. This is done through the enrolment and other related procedures as new information is received.

The Service protects the rights of the individual's privacy by ensuring that information collected is stored securely in a filing cabinet.

Records of the Service are only to be accessed by persons who need them for a reason for which the person giving the information has consented to it being used or, strictly in the case of emergency, to fulfill the Service's Duty of Care and responsibilities to the children.

All records pertaining to any child incident, illness, injury or trauma will be kept until the child reaches the age of 25.

The Co-ordinator will ensure that children's records updated immediately after receiving a request from a parent/guardian to update any detail in the child's record.

The Service will ensure:

- fair and open information collection practices;
- processes and practices that ensure information collected about individuals and families is accurate, complete and current; and
- limiting the use and accessibility of personal information.

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## 10.9 Risk Management and Compliance

The Service is, like all other enterprises, subject to a number of risks as well as important legal, regulatory, industry and policy requirements. The Service is a responsible organisation and seeks to demonstrate risk awareness, including by identifying and managing material risks and ensuring compliance as far as reasonably possible with all such requirements.

\* For further assistance with developing this policy see also Australian Standard website

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Duty of Care;*
- *Associations Incorporation Act, 1981,(Qld) or Corporations Act, 2001 may apply (e.g. directors' duties) to your management committee or board or other governing body. Take expert advice if you are unsure of this;*
- *Australian Standard on Risk Management - AS/NZ ISO 31000:2009;*

- Australian Standard on Compliance - AS/NZ 3806-2006;
- Commission for Children and Young People and Child Guardian Act 2000;
- Commission for Children and Young People Amendment Act (No 1) 2006;
- NQS Area: 2.1.4; 2.2.2; 2.3; 4.1; 4.2.1; 7.1.1, 7.1.4, 7.1.5; 7.2.3; 7.3.1, 7.3.2, 7.3.3, 7.3.5;
- Policies: 2.10 – Reporting Guidelines and Directions Policy for Handling Disclosures and Suspicions of Harm, 3.5 – Excursions, 3.6 – Transport for Excursions, 5.1 – Food Handling and Storage, 6.1 – Space and Facilities Requirements, 6.3 – Workplace Health and Safety, 7.1 – Emergency Equipment and Facilities, 8.1 – Role and Expectations of Educators, 10.1 – Quality Compliance.

## Procedures

The Management Committee will, in conjunction with the Co-ordinator, take responsibility to develop, maintain and monitor a risk management program appropriate to the Service, including a method of ensuring that the Service takes appropriate steps to comply with:

- the Policies and Procedures of the Service;
- Commission for Children Young People and Child Guardian requirements;
- work Health and Safety Practices;
- equal Opportunity Employment;
- adequate insurance;
- the Service Approval status applicable to the Service (see Policy 10.5 – Approval Requirements under Legislation) and other relevant laws applicable to the Service;
- maintenance of equipment and facilities;

The Management Committee, in conjunction with the Service Co-ordinator, will develop and manage, through its regular meetings, an annual review of all of the Policies and Procedures of the Service, to ensure that they comply with relevant requirements.

The Co-ordinator, or his/her delegate, acting as Quality Officer (see Policy 10.1 – Quality Compliance) is responsible to monitor changes in current laws and other regulatory requirements. To do this, the Co-ordinator will proactively and fully inform her/himself, through subscribing to appropriate information Services, industry bodies and attending all relevant and appropriate forums for discussing these issues.

The Co-ordinator informs Educators of all such changes and requirements through the educator training program (See Policy 8.4 – Educator Professional Development and Learning), regular team meetings and/or Service communication system.

### High risk activities and special events

High level risks and special events shall be identified from time to time within the program, through consultation with Educators, Management and other relevant stakeholders. Such events may include but are not limited to excursions and/or incursions.

The risk management process shall be conducted for each of the activities identified as a high risk or special event and shall be conducted prior to the scheduled timeframe for the event or activity.

All relevant stakeholders shall be informed of how the Service intends to manage high level and special event risks and appropriate training and support for stakeholders will be made accessible.

### **Crisis and critical events**

This may include emergency situations such as fire, flood, other natural disasters, external threats, evacuation etc.

Preventative measures shall be taken to prepare for critical events such as:

- developing risk management plans for possible emergency situations (e.g. fire, flood). Management plans may include strategies for overnight stays and/or food restrictions;
- creating a 'storm pack' including a torch and batteries, radio, etc.
- the details of the crisis or critical event shall be documented on a Service incident report and shall include the projected impact on the stakeholders within the Service, immediate actions, follow up actions and ongoing actions.

Immediate actions may include:

- carrying out plans as per the Service risk management process;
- ensuring immediate safety of those involved;
- administering first aid;
- reassuring children, families, employees, volunteers and students;
- seeking assistance from emergency Services and management;
- accompanying children or others to hospital by ambulance when necessary.

Follow up actions may include:

- seeking access or referral to, appropriate counseling and critical incident debriefing Services to provide support to those affected within the Service including children, families, employees and Management.
- observing children's reactions and behaviour;
- supporting children to appropriately express thoughts and feelings;
- providing a stable and nurturing environment with familiar routines;
- Supporting employees through team meetings and accessing relief employees to support when appropriate;
- providing professional support and special leave when needed;
- supporting families through meetings and written information;
- managing media attention attracted by newspapers, radio and television through appropriate and effective methods of communication. This may involve nominating a media contact to manage the communication to ensure consistency of information and reduction in misinformation and speculation.

Ongoing actions may include:

- monitoring and supporting children, families, employees, volunteers and students;
- evaluating emergency and critical event management plans.

### Managing breaches of the Risk Management Strategy

Risk Management Plans for high risk activities and special events shall be monitored on a regular basis (annually or as required).

Information regarding the Service's risk management strategy shall be shared with all relevant stakeholders including employees and families on a regular basis.

Management shall have overriding responsibility for overseeing the implementation of the process and for ensuring that any breaches of the Service strategy are immediately rectified.

### Communication and support

Information shall be made accessible to families, volunteers and employees regarding the Service policies and procedures in relevant handbooks as well as having access to a full copy of the Service policies and procedures through borrowing from the Service.

Information shall be dispersed to families, volunteers and employees through appropriate newsletters, flyers and other methods of communication.

Training materials and strategies shall be made available and accessible to help employees, volunteers and parents identify and manage risks of harm.

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## 10.10 Managing Compliance within the Service

The Service recognises that strategies must be in place to ensure ongoing compliance with relevant legislation. This policy is designed to identify the various legislation and government authorities where compliance is required and clear strategies for ensuring the Service actively monitors compliance aspects.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Duty of Care;*
- *Commission for Children and Young People and Child Guardian Act 2000;*
- *Commission for Children and Young People Amendment Act (No 1) 2006;*
- *Privacy Act 1988;*
- *NQS Area 6.1.3; 7.1; 7.2.2, 7.2.3; 7.3;*
- *Policies: 8.2 – Educational Leader Policy, 10.1 – Quality Compliance Policy, 10.5 – Approval Requirements under Legislation Policy, 10.6 – Supervisor Certificate Policy, 10.7 – Insuring Risks Policy, 10.9 – Risk Management and Compliance Policy.*

## Procedures

The Service shall actively work towards compliance with:

- Education and Care Services National Law, 2010 and Regulations 2011;
- National Quality Standards for Education and Care Services and School Age Care;
- Commonwealth Child Care Act 1972 (Child Care Benefit);
- Commission for Children and Young People and Child Guardian Act 2002;
- Commission for Children and Young People Amendment Regulation (No 1) 2006;
- Work Health and Safety Legislation;
- Child Protection Legislation.

Compliance monitoring strategies shall be implemented including:

- developing compliance checklists for use within the Service on a regular basis such as safety checklists;
- updating the compliance checklists on a regular basis or as new information regarding changes to the implementation of regulations, legislation or standards becomes available;
- seeking reputable organizations to conduct external audits and to provide reports regarding compliance issues to the Service on a regular basis;
- acting on any relevant recommendations or notification to changes in compliance requirements immediately.
- information shall be made accessible to families, volunteers and employees regarding the Service Policies and Procedures in relevant handbooks as well as having access to a full copy of the Service Policies and Procedures through borrowing from the Service.
- information shall be dispersed to families, volunteers and employees through appropriate newsletters, flyers and other methods of communication.

### **Positive Notice Blue Card Compliance**

All employees, volunteers and executive members of Management must hold a current and valid Positive Notice blue card.

Prospective paid employees shall not be engaged to work at the Service until appropriate application for a blue card has been made. Required evidence of such application shall be maintained at the Service.

A blue card register will be maintained at the Service containing certified copies of blue cards of all employees, volunteers and executive members of Management. The register shall be referred to by the Coordinator/Administrator on a regular basis to track expiry dates.

All employees, volunteers and executive members of management holding existing blue cards prior to their involvement with the Service shall be required to complete appropriate documentation to have their engagement with the Service recorded e.g. authorisation to confirm a valid blue card.

All employees, volunteers and executive members of management shall be provided with information regarding their responsibilities in holding a blue card.



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## 10.11 Management Code of Conduct

The Service expects that all members of Management shall conduct themselves in such a way that is professional and in accordance with the philosophy and goals of the Service. Management are expected to actively demonstrate a positive attitude towards their role, the Service, the employees and the Service's clients. The Service requires that all Management abide by the code of conduct at all times during their interaction with children, families, community members, employees and other members of management.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Duty of Care;*
- *NQS Area: 6.1.2; 7.2.1; 7.3.2, 7.3.4, 7.3.5;*
- *Policies: 10.2 – Role and Composition of Management Committee, 10.8 – Information Handling (Privacy and Confidentiality).*
- 

## Procedures

- Management shall be provided with a copy of the Service's code of conduct prior to commencing their position.
- Management shall be expected to read the document and sign to indicate that they have understood all of the conduct requirements by signing the agreement.
- Management shall be expected to consistently uphold the agreement during their time with the Service.
- breaches to the agreement shall be taken seriously which may result in appropriate action taken on behalf of the Service.

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## 10.12 Information Technology

The Service acknowledges and recognises the significant impact of information technology on OSHC Services and therefore aims to have suitable policies and procedures in place to ensure that information technology is used appropriately and in the best interests of the children, families and employees who use the Service.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Privacy Act 1988;*
- *Duty of Care;*
- *Commission for Children and Young People and Child Guardian Act 2000;*
- *Commission for Children and Young People Amendment Act (No 1) 2006;*
- *NQS Area: 1.1.1; 1.1.2; 1.1.5; 1.2.2; 3.2.2; 4.2.1; 5.2.1; 6.1.2; 6.2.1; 7.1.2; 7.2.1; 7.3.5;*
- *Policies: 2.13 – Use of Photographic and Video Images of Children, 2.15 – Children's Belongings, 3.1 – Educational Program Planning, 6.2 – Provision of Resources and Equipment, 8.10 – Employee Orientation and Induction, 8.14 – Employee Online Social Networking, 10.8 – Information Handling (Privacy and Confidentiality).*

### Procedures

Information technology shall be considered a valuable learning tool for school age children attending school age care services and shall be included as an appropriate part of the overall program when accessible.

Information technology shall include computer equipment, games, internet access and other forms of communication technology including mobile phones and cameras.

Information technology accessible to children such as the internet shall be monitored by educators. Approved mechanisms shall be put in place to ensure that children who are able to access the internet at the Service do not have access to inappropriate sites or information. Children will be educated regarding the safe use of information technologies.

Educators shall not be permitted to use personal mobile phone cameras to take photos.

Educators shall not be permitted to use personal digital (or manual) cameras to take photos of children.

The Service shall take precautions to ensure computer games accessible to children are appropriate for the use of school age children and that government classifications are followed where appropriate.

### Online Social Networking

With the knowledge and consent of the Approved Provider, the Service may set up its own social networking (e.g. Facebook) page, with an aim to increasing communication with families and the school community.

Good judgement and common sense must be used to ensure the reputation of the Service, its employees and stakeholders are not harmed during the use of social networking media. Once something is placed online, it spreads quickly and cannot be retracted.

Employees authorized to access the service's social networking page will adhere to the following guidelines:

- only families enrolled with the Service will be invited to participate through the email address provided;
- under no circumstances are children attending the Service to be invited to participate in the Service's social networking site;
- only Information and/or comments relating to the activities and operations of the Service will be posted on the Service's social networking site.;
- only community members known to the service shall be invited i.e. teachers, school leaders etc.

Employees authorized to access the Service's social networking site are also required to adhere to the participation guidelines as listed further in this policy.

While the Service does not wish to control personal private information released outside of work hours, any image, comment or status distributed by an employee that damages the reputation of the Service, its employees and other stakeholders, will be treated as a serious breach of this policy and may result in disciplinary action.

When using social networking media, the following guidelines must be adhered to at all times:

- offensive comments are not to be made about fellow employees online. This will be viewed as cyber bullying. Even if comments are not made directly, they may still be viewed indirectly by multiple people;
- work-related problems, tasks and ventures should not be discussed online. Confidentiality must be maintained at all times;
- be clear that your personal views are yours, and not necessarily the views of the service management and/or stakeholders;
- Management must approve any photos of employees in work uniform prior to being posted to the site. Photos are not to be placed online if they are of an unprofessional nature;
- if anything is posted online by others which may harm the reputation of the service, its employees or stakeholders, and you have the capacity to delete such information, the Approved Provider asks that you do so immediately.

If something potentially dangerous to the image or people of the service is found online, bring this to the attention of the Co-ordinator. This should be done immediately and the information should not be shared with others.

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## 10.13 Purchasing

The Service Management seeks to implement measures which provide financial protection and minimize the risk of fraudulent, inappropriate or negligent financial practices. Such policy seeks to protect the financial reputation of the organization and its ongoing viability.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *P&C Accounting Manual;*
- *P&C Operations Manual;*
- *Purchasing Policies and Procedures for Parents and Citizens' Associations;*
- *NQS Area: 2.2.1; 3.1.1; 3.2.2; 6.1.2; 7.1.1; 7.3.1, 7.3.2, 7.3.5;*
- *Policies: 6.2 – Provision of Resources and Equipment, 10.3 – Budgeting and Planning, 10.9 – Risk Management and Compliance, 10.15 – Asset Management.*

### Procedures

When purchasing is carried out within the Service, the conduct of purchases will be in line with the following five principles:

- open and effective communication;
- value for money;
- enhancing the capabilities of local business and industry;
- environmental protection;
- ethical behaviour and fair dealing.

Ordering and purchasing authority is restricted to the Coordinator. Such authority may be transferred should other employees be required to act in this position. This may include purchasing through petty cash or the appropriate use of Service accounts e.g. grocery account.

Purchase limits extend to goods and Services over \$1000 for one single item or goods or Services over and above the three month budget forecast. Goods and services over these limits must be approved at a management meeting.

Authorisation for purchases over \$1000 may be approved in events of emergency where two approved members of management have been contacted and agreed to the expense. Documentation of such discussion shall be made and presented at the next management committee meeting.

Exceptions may apply when a government grant (or other grant) requires that goods be purchased within a given timeframe and that this timeframe is earlier than a management meeting.

Management does not condone 'order splitting' so that purchases above the maximum limit are able to be made.

Management shall ensure that the purchasing policy does not negatively impact on the efficient operations of the Service and that all purchase requests are followed up in a timely manner.

### Process to be followed – Based on the Value of the Purchase

Value of Purchase: Up to \$5000

- Obtain at least 1 verbal quote.
- Where a decision is made to obtain more than one quote, document verbal offers received and the reasons for selecting a particular quote.
- Document verbal offers received and the reason for selecting a particular quote

Value of Purchase: \$5,000 - \$20,000

- obtain at least 2 written quotes from genuine competitors (unless it is not possible to obtain 3 quotes after genuine effort has been made to obtain 3 quotes).
- the P&C Association must evaluate the offers and document the reason for selecting the successful offer.
- the P&C Association must give written notice to the successful offeror via letter or purchase order.

Value of Purchase: \$20,000+

- develop tender documentation suitable for obtaining 3 written quotes from potential suppliers.
- contact known local suppliers, and the school's existing supplier (if applicable), to inform them of the opportunity.
- for purchases over \$100,000, place a notice in the appropriate local, regional or State newspaper to ensure adequate opportunity for potential suppliers.
- obtain at least 3 written quotes from genuine competitors (unless it is not possible to obtain 3 quotes after genuine effort has been made to obtain 3 quotes).
- the P&C Association must evaluate offers and document the reasons for selecting the successful offer.
- the P&C Association must give written notice to the successful offeror via letter of purchase order.

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## 10.14 Record Back Up and Off Site Information Handling

The Service acknowledges and recognises that considerable amounts of information pertaining to the daily and historical operations of the Service are stored on computer or other files.

The storage and long term maintenance of this information is vital in the monitoring of compliance activities and to prevent the Service from losing valuable information therefore it is important to maintain effective storage procedures.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Commonwealth Child Care Act 1972 (Child Care Benefit);*
- *Privacy Act 1988 and Regulations 2013;*
- *NQS Area: 7.1.1; 7.3.1; 7.3.2; 7.3.5;*
- *Policies: 10.1 – Quality Compliance, 10.8 – Information Handling (Privacy and Confidentiality), 10.12 – Information Technology.*

## Procedures

The Coordinator (or other relevant person) shall be responsible for conducting a daily/weekly backup of the entire computer system. Some childcare management programs are web based (ie cloud computing) and may be automatically updated by the software provider. Qikkids which we use, is web based and updated automatically by the software provider.

A back-up of the entire Service files shall be done internally as well as on an appropriate external disk drive.

Services may use web based (cloud) data storage systems for back-up and archiving of records. To ensure the safety and security of Service records, password protection may be considered.

Storage of computer data shall be carried out in accordance with any requirements of the organizations insurer. This may involve completion of a risk management plan to ensure all foreseeable risks to data security are considered and managed appropriately.

Any data or memory sticks, compact disks or other computer storage devices purchased by the service, shall remain the property of the Service.

No employee shall be permitted to copy files onto personal storage devices or to email information off site other than to an approved off site data storage company, unless express consent is provided by the employer.

Data storage devices shall be checked weekly to ensure appropriate functioning.

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## 10.15 Asset Management

The Service acknowledges and recognises the necessity to maintain a record of the financial and physical assets belonging to the Service in order to meet with the requirements of audit, insurance and for future planning.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- NQS Area: 3.1.1, 3.1.2; 3.2.2; 7.3.2;
- Policies: 6.2 – Provision of Resources and Facilities, 10.3 – Budgeting and Planning, 10.13 – Purchasing.

## Procedures

An asset register shall be maintained which currently describes the property position of the Service.

The register shall include categories such as:

- furniture;
- electrical Equipment;
- sporting Equipment;
- utensils and Food Handling;
- arts and Crafts (other than consumables).

Every fixed item purchased for the Service (other than consumables) shall be entered into the register immediately following the purchase.

The details to be contained in the register in respect of purchases shall include:

- date of purchase;
- item (Categorised);
- purchase price;
- supplier;
- warranty terms (if applicable).

Items may be disposed of during the year for many reasons including:

- damaged;
- aged;
- other.

In the event that items are disposed of or written off, this shall be duly recorded in the asset register.

The register shall be reviewed and updated annually in accordance with the financial year of audit.

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## 10.16 Intellectual Property and Copyright

The Service recognises that for the purposes of operating an OSHC Service many written materials need to be developed to ensure compliance with relevant legislation. These written materials include, but are not limited to:

- Policies and Procedures manuals;
- handbooks;
- operational Documents and Forms.

As a result, all materials developed by employees, volunteers or other agents, specifically for the operational purposes of the OSHC shall remain the Intellectual property of the Service.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Copyright Act 1968;*
- *NQS Area: 7.1.2; 7.1.4; 7.3.2, 7.3.4;*
- *Policies: 8.2 – Educational Leader, 10.1 – Quality Compliance.*

### Procedures

Where employees are engaged to develop written materials specifically for the operational purposes of the Service, these materials shall be dated and marked with the name of the Service.

If appropriate the document shall be further marked with the words 'copyright' or the relevant symbol. The document shall also be labelled with the author of such document if considered appropriate.

Employees or other agents engaged by the Service to produce written materials shall observe intellectual property laws ensuring that all direct quotations and ideas are appropriately referenced and acknowledged.

Materials that have been purchased and provide copyright authority shall be used specifically in accordance with the granted authority and permission for purpose.

Copyright shall be strictly observed with all photocopying and distributing of documents other than those owned by the Service which may be copied freely for use of the Service.



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## 10.17 Strategic Planning

The Service recognises and acknowledges the value of planning strategically to ensure the future and ongoing viability and growth of the Service therefore management will review Service operations regularly and take a planned approach to the organizations future.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *NQS Area: 3.1.1; 3.2.2; 3.3.2; 6.1.2; 7.2.3; 7.3.1, 7.3.2, 7.3.5;*
- *Policies: 6.2 – Provision of Resources and Equipment, 10.2 – role and Composition of Management Committee, 10.3 – Budgeting and Planning, 10.13 – Purchasing .*

### Procedures

Service Management shall plan an annual meeting to strategically review operations and to take a planned approach to the organisations' future.

The Coordinator shall be involved in the process of strategic planning and shall provide the following documents/resources for a 12 month preceding time period to enable the process, including but not limited to:

- audited financial reports and budget;
- attendance patterns;
- list of Policies and Procedures;
- marketing materials/strategy;
- others as required.

Service Management may seek external support and advice in the process as required.

The process for planning strategically shall be guided by the resource "Growing Children, Growing Business".

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## 10.18 Court Orders and the Release of Children in Care

The Service recognises and acknowledges the diverse and changing circumstances of children's families and shall endeavour to implement a best practice approach to managing the duty of care, while respecting the needs of parents and the legal environment surrounding family obligations.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Duty of Care;*
- *Family and Child Commission Act 2014;*
- *Family Law Act 1975;*
- *Privacy Act 1988 and Regulations 2013;*
- *Child Protection Act 1999 and Regulations 2000;*
- *NQS Area: 2.3.2; 4.2.1; 6.1.1, 6.1.3; 6.2.2; 7.1.1, 7.1.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5;*
- *Policies: 2.4 – Arrivals and Departures of Children, 9.2 – Enrolment, 9.3 – Communication with Families, 9.8 – Parent Conduct, 10.8 – Information Handling (Privacy and Confidentiality).*

### Procedures

The Service shall request that all families provide, upon enrolment of their child, certified copies of any legal documents and orders which may impact on the Service to implement a duty of care.

The Service shall request that all families, upon changing circumstances within the family unit, update their enrolment and provide certified copies of any legal documents and orders which may impact on the Service to implement a duty of care.

The Service shall inform all employees of the intent of the court orders whereas it applies to them and impact on their capacity to manage their own duty of care and that of the Service towards the child/ren and family.

The Service employees shall take a best practice approach to managing the needs of children and families with care and sensitivity and work with families to support them in the provision of care for their children.

Families with children attending OSHC who have custodial or parenting plans in place are responsible for ensuring they comply with set requirements. The service shall endeavour to release children within the conditions as outlined in the certified documents and/or orders. However, should the safety of other children or educators be at risk, children will be released and the custodial parent and/or police contacted immediately.

The Service employees shall respect and maintain the confidential nature of the documents through application of privacy laws.

Information requested by parents relating to a child under a court order or parenting plan will be subject to the conditions as per the court order/parenting plan.

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## 10.19 Policy Development, Sourcing and Review

The Service recognises and acknowledges the broad range of information sources including statutory documentation that is referred to and referenced either directly or indirectly in the development of policies and procedures.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *NQS Area: 6.1.2; 7.1.1; 7.2.1, 7.2.3; 7.3.2;*
- *Policies: 10.1 – Quality Compliance, 10.5 – Approval Requirements under Legislation, 10.10 – Managing Compliance within the Service.*

### Procedures

The Service shall develop Policies and Procedures which reflect the true nature of the Service's operations.

Sourcing of policies shall where possible include reference to expert documentation, resources, guidelines and principles as associated with such policy.

Sourcing of policies from electronic sources including the internet shall include a date in which such source was accessed. Policy sourcing should also be mindful of other provision such as copyright laws and appropriate referencing styles. Relevant Laws and other Provisions shall be articulated and considered also as policy reference and source points.

Policies shall be reviewed annually, according to a predetermined schedule or as required.

Policies shall be dated at ratification and for review.

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## 10.20 Environmental Management

OSHC Management recognise the need to ensure that activities undertaken through the program minimize environmental impact and are committed to establishing procedures that respect and care for our land and its resources.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Environmental Protection Act 1994, Environmental Protection Regulation 2008;*
- *NQS Area: 3;*
- *Policies: 3.1 – Educational Program Planning, 3.3 – Educator Practices, 4.12 – No Smoking, 4.13 – First Aid Waste Management, 5.5 – Cleaning and Sanitising, 6.5 – Use and Maintenance of Air Conditioning, 8.10 – Employee Orientation and Induction, 9.3 – Communication with Families, 9.3 – Communication with Community, 9.6 – Parent and Community Participation, 10.1 – Quality Compliance.*

### Procedures

OSHC Management, in consultation with the Service Co-ordinator, will develop procedures for relevant areas relating to environmental management and sustainability. Areas may include (but not limited to):

- water usage;
- energy efficiency;
- waste management;
- use of chemicals;
- air quality;
- care of animals and vegetation; and
- consideration of the local environment.

Information will be provided to Educators, families and the management committee in regards to issues affecting the way the service is dealing with environmental issues.

The Service will encourage links and networking with families and the community on environmental issues by keeping them informed of what the Service is doing and being aware of what others can bring to the Service.

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## 10.21 Service Closures

The Service acknowledges that there may be times when the Service is required to close due to planned or unforeseen circumstances. The Service recognises that effective communication procedures must be in place to ensure all families are notified if closure of the Service is expected.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Australian Government Department of Education Children's Services Handbook*
- *NQS Area: 7.3.2; 7.3.5*
- *Policies: 9.3 – Communication with Families, 9.3 – Communication with Community*

### Procedures

The Service will operate as per the approved and advertised opening hours for each session of care where Child Care Benefit is claimed unless approval is given by the regulatory authority (Office of Early Childhood Education and Care (OECEC)) and the Australian Government Department of Education.

The Service will not close early due to children being collected prior to the approved and advertised closing time, unless prior approval has been granted by the regulatory authority (Office of Early Childhood Education and Care (OECEC)) and the Australian Government Department of Education.

Closure of the Service may occur in the following instances:

- Extreme weather conditions;
- Emergency situation, such as fire or other external threat;
- Loss of power and/or water.

Determination for closure will be made in consultation with Management and/or other emergency Services personnel, if relevant.

In the case of closure of the Service, the Co-ordinator will:

- contact families to collect the children from the Service; and
- ensure the safety of all children and Educators involved.

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## 10.22 Determining the Responsible Person

The Approved Provider must ensure that the education and care service has a responsible person in day to day charge of the Service. This policy outlines the process for determining the responsible person.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *NQS Area: 4.2.1; 7.1; 7.3.1; 7.3.2; 7.3.3; 7.3.5;*
- *Policies: 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 10.1 – Quality Compliance, 10.5 – Approval Requirements under Legislation, 10.6 – Service Supervisor Certificate Policy 10.9 – Information Handling (Privacy and Confidentiality).*

### Procedures

A responsible person must be present at all times when the Service is educating and caring for children. If the Nominated Supervisor is absent, the Approved Provider or a Service (certified) Supervisor placed in day-to-day charge of the service can be the responsible person.

The Nominated Supervisor of the service **MUST** meet the requirements/conditions of the *Education and Care Services National Law 2010 and Regulations 2011*.

In the absence of the Nominated Supervisor, the Approved Provider or Nominated Supervisor will place in day to day charge of the Service a Service (certified) Supervisor with their written consent. This person **MUST** meet the requirements/conditions of the *Education and Care Services National Law 2010 and Regulations 2011* with regard to ensuring fitness and propriety.

In determining the responsible person, the Approved Provider will also consider the capacity of this person to ensure children's safety and wellbeing, having regard to their qualifications, experience and age. This includes the person's:

- understanding of the *Education and Care Services National Law Act 2010 and Regulations 2011*
- understanding of other relevant laws and provisions such as Work Health, Food Handling, etc.
- capacity to implement emergency and evacuation procedures
- ability to attend to parent inquiries (either directly or by referral)
- capacity to supervise, manage and lead other educators
- ability to respond to incidents involving children's health and safety
- ability to respond to incidents involving the health and safety of educators, volunteers and family members present at the service
- knowledge (extensive) of service policies and procedures including opening/closing procedures
- capacity to ensure the safety and wellbeing of all children being educated and cared for while they are the responsible person
- ability to effectively make written records of incidents

- ability to effectively communicate with children, families, staff, school and relevant authorities
- ability to reflect and evaluate their performance as the responsible person
- ability to understand and articulate practice

The Approved Provider will maintain a staff record including the name of the responsible person at the service for each time that children are being educated and cared for by the Service.

In accordance with regulatory requirements, a sign stating the name and position of the responsible person in charge must be displayed at all times children are being educated and cared for.

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|----------------------------|---------------|---------------------|
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## 10.23 Provision of Information

The Approved Provider recognises the importance of making available to families particular information regarding children's participation and attendance at the service. Information shall be made available to families upon request so long as the request is reasonable, equitable and lawful.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Privacy Act 1988;*
- *NQS Area: 1.1.4; 2.1.1; 2.1.4; 2.2.1; 6.1.1; 6.1.3; 6.2.1; 6.3.2; 6.3.3; 7.1.1; 7.3.1; 7.3.2; 7.3.4; 7.3.5;*
- *Policies: 2.4 – Arrivals and Departures of Children, 2.6 – Behaviour support and Management, 2.7 – Exclusion for Behavioural Reasons, 2.9 – Inclusion and Anti-Bias, 2.11 – Including Children with Special/Additional Needs, 2.13 - Use of Photographic and Video Images of Children, 2.14 – Bookings and Cancellations, 2.15 – Children's Property and Belongings, 3.1 - Educational Program Planning, 3.2 - Program and Documentation Evaluation, 3.4 – Homework, 3.5 – Excursions, 3.7 - Physical Activity, 3.8 - Extra-curricular Activities, 3.10 - Observational Recording, 4.5 - Illness and Injury, 4.6 – Medication, 4.10 - Anaphylaxis Management, 4.15 – Asthma, 5.2 - Food and Nutrition, 5.6 - Menu Development, 9.2 – Enrolment, 9.3 - Communication with Families, 9.5 - Complaints Handling, 9.6 - Parent and Community Participation, 10.8 - Information Handling (Privacy and Confidentiality), 10.10 - Managing Compliance within the Service.*

## Procedures

Families may request information from the Approved Provider with regard to their child/ren's participation and attendance at the Service. However, in the instance that there is a court

ordered custodial arrangement/parenting order in place, the Service will ensure any or all information requested is in accordance with such parenting orders.

This information may include (but is not limited to):

- the enrolment record
- participation in the program
- dietary requirements and menus
- attendances
- fee payments
- records of child care benefits
- incident/accident reports

Sources of information such as those identified may be requested either in person or in writing to the delegate of the Approved Provider.

Where this information does not breach confidentiality to any other person it will be provided upon request in the form of a written record or statement.

The Approved Provider will only make access to information of a sensitive nature that is not requested for a general purpose upon written request which details the nature for which the information is being requested and the timeframe in which it is required.

Information requested by parents relating to a child under a court order or parenting plan will be subject to the conditions as per the court order/parenting plan.

When necessary, a legally certified request may be required. Costs associated with the provision of information that is not for a general purpose may be negotiated, particularly if the gathering and collating of those records is comprehensive.

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## 10.24 Privacy

The Service respects and supports the principles of privacy and confidentiality and complies with the Australian Privacy Principles in relation to information gathered and stored by the service. Personal information collected may include family, health or medical information however all information gathered is relevant to ensure quality care is provided to the children and families who use the Service.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:



- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Privacy Act, 2000 (Commonwealth) and amendments;*
- *Privacy Amendment (Enhancing Privacy Protection) Act 2012;*
- *NQS Area: 1.1.4; 1.2.1, 1.2.3; 2.1.1; 2.3.3, 2.3.4; 4.2.1; 6.1.1, 6.1.3; 6.2.1; 6.3.2, 6.3.3, 7.1.1, 7.1.2, 7.1.5; 7.2.1; 7.3.1, 7.3.2, 7.3.4, 7.3.5;*
- *Policies: 2.10 – Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm, 2.13 – Use of Photographic and Video Images of Children, 3.10 – Observational Recording, 8.3 – Recruitment and Employment of Educators, 8.8 – Employee Performance Monitoring, Review and Management, 9.2 – Enrolment, 9.3 – Communication with Families, 9.5 – Complaints Handling.*

## Procedures

Through the procedures of this policy, the Service complies with the Australian Privacy Principles (APPs) from the *Privacy Amendment (Enhancing Privacy Protection) Act 2012*.

The Service aims to manage personal and sensitive information in an open and transparent way, with clear guidelines relating to the collection and storage of personal information.

For the purposes of providing child care and in order to fulfil its duty of care to families and children using the Service, the following information is collected from parents/guardians through the enrolment process:

- full name, address, contact numbers, date of birth and Centrelink reference number for each parent/guardian;
- full name, address and contact number of emergency contact nominees;
- family cultural information;
- children's medical details;
- children's dietary requirements;

All above information will be stored by a secure third party provider (QK Technologies) and will only be used by the Service for its intended purpose as outlined Policy 10.8.

Enrolment forms containing personal information are stored in a secure and confidential storage facility within the OSHC office. The Coordinator/Approved Provider or their nominated representative shall have access to this confidential information however, in order for the service to provide quality care to each child, permission will be sought to enable the provision of certain information to be shared amongst the Educator team.

Personal and sensitive information may be collected throughout the course of providing care to children.

Family enrolment and other personal information can be accessed for the purposes of correcting information held by the Service. Requests must be made to the Coordinator/Nominated Supervisor/Approved Provider and will include verification of the right to access such personal information.

Individuals have the option of not identifying themselves or using a pseudonym when dealing with the Service in particular circumstances, such as complaints processes however, this may limit the capacity of the service to effectively deal with issues as a result.

Grievances and complaints relating to the service's handling of personal information must be in writing and will be dealt with as per the service's Complaints Handling Policy.

Through the family enrolment process, permission will be sought for personal and private information to be shared with other health and/or medical professionals, if necessary, in order to ensure the health and wellbeing of children attending the Service.

## References

Australian Government. (2014, January). *Privacy Fact Sheet 17*. Retrieved from Office of the Australian Information Commissioner.

| Date of Development/review | Date Ratified | Date to be Reviewed |
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## 10.25 Single Educator on Duty

The Approved Provider is responsible for ensuring the safety of the children in its care and employees of the service. This policy and procedure has been developed to minimize the potential risks where the service operates with a single educator is on duty and working with the children.

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011;*
- *Work Health and Safety Act 2011 and Regulations 2011;*
- *Family and Child Commission Act 2014;*
- *Duty of Care;*
- *NQS Area: 2.3; 4.1, 4.2.1; 5.1; 6.1.3; 7.1, 7.3.2, 7.3.3, 7.3.5;*
- *Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.3 – Educator Ratios, 2.14 – Bookings and Cancellations, 3.11 – Escorting Children, 7.2 – Drills and Evacuations, 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.10 – Employee Orientation and Induction, 8.13 – Employee Health, 9.2 – Enrolment, 9.3 – Communication with Families, 10.9 – Risk Management and Compliance, 10.22 – Determining the Responsible Person.*

## Procedures

- in determining the need for the service to operate with a single staff member, Management will be guided by the Education and Care Services National Regulations 2011 and the transitional provisions for Queensland, which set out the following;
- a maximum of 15 school age children to 1 educator;
- Educators must be working directly with children to be included in the ratios;
- the Service may operate with a single Educator during certain periods of care (such as before school care), where attendances are below the educator/child ratio requirements as per the Education and Care Services National Regulations 2011;
- a supervisory management plan, to guide practice when using a single Educator ratio model, will be developed in consultation with management, Educators, families and children and will consist of procedures relating (but not limited) to;
- injury, illness or trauma to educators;
- toileting procedures for educators;
- managing children's behavior incidents;
- managing attendance of children with no booking; or
- injury, illness or trauma to children which requires significant individual attention of the educator;
- Educators delegated to work in the capacity of a single staff member will be determined by the Approved Provider as a responsible person, with the relevant notification at the service to be visible at the parent area;
- the Approved Provider will ensure that the Educator delegated to work as the single staff member (whether or not the nominated supervisor), has the required academic qualifications, first aid qualifications, anaphylaxis management and emergency asthma management training as prescribed under the Education and Care Services National Regulations 2011;
- the Approved Provider will ensure that any Educator delegated to work as the single staff member will have provided to them, and be kept on site, details of an emergency contact as well as details of any relevant medical conditions that could result in medical attention being required (e.g. diabetes);
- to ensure the correct Educator/child ratios are adhered to, parents/guardians will be requested to make a booking for their child as soon as reasonably possible. (See Policy 2.14 - Bookings and Cancellations).

In the event that children arriving at the service for care without notice will put the service in breach of Educator/child ratios, the responsible person in charge will implement procedures as per the Service supervisory Management Plan.

- the Approved Provider will ensure that the single Educator on duty has access to an operating telephone (mobile or fixed) whenever children are being cared for;
- the name and telephone number of nominated contacts (who are on call and available when the service is operating) will be clearly displayed near the service telephone;
- emergency procedures and evacuation plans are developed in consultation with the children and are on display at all times. Children will be made aware of procedures required in the event of an emergency situation involving the single Educator. This may include contacting another adult or the emergency services. These procedures will be practiced regularly.

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## 10.26 OSHC Service Social Media Guidelines

The Service recognises that social media networking sites and other internet applications are effective methods for communicating with families who use the OSHC Service and are committed to ensuring and promoting safe and positive communications. This policy aims to establish guidelines and procedures for the set-up and ongoing administration of the OSHC social media pages/sites with the intention to ensure all communications are appropriate.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Family and Child Guardian Act 2014;*
- *Child Protection Act 1999 and Regulations 2000;*
- *Privacy Act 1988 and Regulations 2013;*
- *Code of Conduct;*
- *NQS Area: 4.2.1; 6.1.2, 6.1.3; 7.1.1, 7.1.2, 7.3.1, 7.3.2, 7.3.4, 7.3.5;*
- *Policies: 2.1 – Respect for Children, 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.8 – Anti-bullying, 2.13 – Use of Photographic and Video Images of Children, 2.18 – Cyber-bullying, 8.9 – Employee Code of Conduct, 8.10 – Employee Orientation and Induction, 8.14 – Employee Online Social Networking, 8.22 – Educator Interactions – Professional Boundaries, 9.3 – Communication with Families, 9.4 – Communication with*

*Community, 9.5 – Complaints Handling, 9.8 – Parent conduct, 10.8 – Information Handling (Privacy and Confidentiality), 10.12 – Information Technology.*

## **Procedures**

### **Definition**

'Social Media': refers to any online tools or functions that allow people to communicate via the internet. This includes, but is not limited to, websites and applications such as:

- social networking sites: Facebook, LinkedIn;
- video and photo sharing websites: YouTube, Flickr, Story Park, Notebook;
- blogging and micro blogging sites: Twitter.

### **Management Responsibilities**

The privacy and confidentiality of families, children, Management and employees of the OSHC Service is of paramount importance therefore the Approved Provider will ensure guidelines are established to monitor all social media communications.

The Approved Provider will authorise the establishment of all OSHC Service social media communication methods using the following guidelines for administration:

- a maximum of two administrators will be delegated to approve and monitor social media activity;
- privacy settings will be defined to ensure delegated administrators approve any posts before being made public;
- inappropriate posts and comments will be deleted and dealt with in accordance with this policy and procedures.

Management will develop guidelines for educators regarding their participation with families currently connected with the education and care Service on social media sites such as Facebook and Twitter (see Policy 8.14 – Staff Online Social Networking)

Information, photographs and/or videos related to Educators, children or families will not be disclosed or published on the Service social media site without written consent from that individual or their family.

### **Communication**

The Service will use social media to support rather than replace already established family communication methods.

The Service social media site will be used as a tool for sharing information and program updates with OSHC families and may include (but not be limited to) the following:

- general Service notices and reminders;

- promotion of upcoming Service and/or community events;
- seeking ideas and suggestions on service program and operations;
- providing important links and information relating to children's health and well-being;
- reaffirming details provided through other family communication sources such as newsletters, notices and flyers;
- photographs depicting daily events, environment and activities.

Through the Family Handbook, information will be provided with regard to expectations for family communication with the Service which may include comments and posts through social media.

### **Permissions/Authorisations**

In giving general consent, families authorise in writing, the sharing and publication of information, photos and/or images of their child, prior to being posted on any social media sites.

Educators and volunteers engaged with the Service must authorise in writing, the sharing and publication of information, photos and/or images of themselves, prior to being posted on any social media sites.

Delegated administrators will have discretion to approve/deny access to the Service's social media site.

### **Policy Breach**

All grievances and/or complaints in relation to use of the Service's social media will be dealt with as per the Complaints Handling Policy (see Policy 9.5).

Misuse of social media can have serious consequences for the Approved Provider, OSHC Service, its employees and families therefore any party that posts negative or defamatory comments on the Service's social media sites will be reported to the Administrator.

Continued posting of negative and/or defamatory comments will result in the offending party being blocked from the Service's social media accounts.

The Nominated Supervisor/Coordinator is responsible for ensuring adherence to these social media guidelines. This includes undertaking appropriate investigation of any suspected or identified breach. In the event of serious misconduct, procedures as per the relevant Service policy will be followed

### **References**

Department of Education, Training and Employment. (2013). *P&C's Social Media Guide*. Retrieved from P&C's Qld: <http://www.pandcsqld.com.au/documents/2013/11/pc-social-media-guide.pdf>

| Date of Development/review | Date Ratified | Date to be Reviewed |
|----------------------------|---------------|---------------------|
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## 10.27 Continuous Improvement

The Service acknowledges and recognises that continuous improvement is an important part of the National Quality Framework and takes a proactive approach to establishing effective processes and systems for evaluating and reviewing current practices and identifying area and practices for improvement.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *'My Time, Our Place' Framework for School Age Care in Australia;*
- *NQS Area: 1; 2; 3; 4; 5; 6; 7;*
- *Policies: 8.1 – Role and Expectations of Educators, 8.10 – Employee Orientation and Induction, 9.6 – Parent and Community Participation, 10.1 – Quality compliance, 10.5 – Approval Requirements under Legislation, 10.10 – Managing Compliance within the Service.*

### Procedures

Continuous improvement is an ongoing process. The Approved Provider and Nominated Supervisor will actively work towards developing a culture of self-assessment and continuous improvement in every aspect of service operations.

The Coordinator shall be responsible for developing a continuous improvement process which should include regular reviews of current service and Educator practices.

As part of the Service's overall continuous improvement process, all National Quality Standard elements and areas will be reviewed on a regular basis in order to identify:

- effectiveness of current practice for children, families and educators;
- improvements to current practices, procedures and service routines;
- changes to be implemented as a result of review.

All Stakeholders (Management, Educators, families and children) will be encouraged to be involved in the Service's continuous improvement process with ideas and suggestions for practice improvements welcomed.

To comply with regulatory requirements, the Coordinator will develop a Quality Improvement Plan and review it on a regular basis (at least annually).

| <b>Date of Development/review</b> | <b>Date Ratified</b> | <b>Date to be Reviewed</b> |
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## 10.28 Record Keeping Policy

The Service acknowledges its duty to document and maintain appropriate employee, family and children records in line with regulatory requirements. This policy outlines the types of records kept by the service as well as the procedure for secure storage and/or archiving of such records.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Child Protection Act 1999 and Regulations 2000;*
- *Privacy Act 1988 and Regulations 2013;*
- *Work Health and Safety Act 2011 and Regulations 2011;*
- *Children's Services Award (State) 2012;*
- *Commonwealth Child Care Act 1972 (Child Care Benefit);*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011;*
- *Australian Government Child Care Services Handbook ;*
- *NQS Area: 1; 2; 3; 4; 5; 6; 7;*
- *Policies: 8.1 – Role and Expectations of Educators, 8.10 – Employee Orientation and Induction, 9.6 – Parent and Community Participation, 10.1 – Quality compliance, 10.5 – Approval Requirements under Legislation, 10.10 – Managing Compliance within the Service.*

## Procedures

### Records to be kept in relation to the Service

The Service shall keep a record of any compliance matters, including:

- details of any amendment of the Service Approval including:
  - the reason stated by the Regulatory Authority for the amendment;
  - the date on which the amendment took, or takes, effect;
  - the date (if any) that the amendment ceases to have effect.



- details of any suspension of the Centre approval (other than a voluntary suspension), including:
  - the reason stated by the Regulatory Authority for the suspension;
  - the date on which the suspension took, or takes, effect;
  - the date that the suspension ends.
- details of any compliance direction or compliance notice issued to the Approved Provider in respect of the Service, including:
  - the reason stated by the Regulatory Authority for issuing the direction or notice;
  - the steps specified in the direction or notice;
  - the date by which the steps specified must be taken.

The compliance records must not include any information that identifies any person other than the Approved Provider.

Records required to be kept in order to comply with requirements of the Child Care Management System (CCMS):

- electronic Enrolment and Attendance Record Reports (or access to copies);
- attendance records including absences;
- copies of supporting documentation for Additional Absences for each child;
- documents to support claims for Special Child Care Benefit and 24-hour care;
- copies of receipts issued to people, who have paid child care fees;
- enrolment forms;
- approval to operate a child care service issued by the State and Territory in which the Service operates;
- current Centre insurance records and policies;
- accounting records, including cashbooks and journals.

Records required to be kept by the Service in relation to building and environmental safety include (but not limited to):

- annual Occupiers' Statements;
- Certificate of Building Classification;
- fire and evacuation plan for each building;
- evacuation signs and diagrams for each evacuation route;
- emergency evacuation/lockdown evaluation records;
- Personal Emergency Evacuation Plan (PEEP) for any individual who cannot use the normal evacuation procedures;
- maintenance records for all fire safety equipment.

### **Records to be kept in relation to Educators**

For the purposes of this policy, the term Educators includes (but is not limited to) the Educational Leader, volunteers, vocational students and responsible persons. Staff records for all Educators (including the Nominated Supervisor) will include:

- full name, address and date of birth of the person;
- evidence of any relevant qualifications held by the person; or if applicable, that the person is actively working towards that qualification;
- evidence of any approved training (including first aid training) completed by the person;
- clear copy of positive notice for child related employment (Blue Card).

The staff record must include the name of the person designated as the Educational Leader.

The staff record must include the full name, address and date of birth of each student or volunteer who participates at the Service. The Service must also keep a record for each day on which the student or volunteer participates at the Service, the date and the hours of participation.

The Approved Provider must keep a record of Educators working directly with children that includes the following information:

- the name of each Educator who works directly with children being educated and cared for by the Service;
- the hours that each Educator works directly with children being educated and cared for by the Centre (rosters and timesheets).

The Service will keep a record of the responsible persons who have delegated their authority to be placed in day to day charge of the Service. The staff record will identify the name of the responsible person at the Service for each time that children are being educated and cared for by the Service.

The Approved Provider will maintain all employment records and other relevant employee documentation for educators including (but not limited to):

- timesheets and/or wage books;
- personal information including next of kin and medical information;
- employee contracts, letters of employment, etc.;
- records of any work, health and safety incident or injury.

### **Records to be kept in relation to children and families**

The Service will ensure that an enrolment record is kept for each child that includes (as a minimum) the following information:

- the full name, gender, date of birth and address of the child;
- the name, address and contact details of:
  - each known parent of the child;

- any person who is to be notified of an emergency involving the child if any parent of the child cannot be immediately contacted;
  - any person who has been given permission by a parent or family member to collect the child from the Service;
  - any person who is authorised to consent to medical treatment of, or to authorise administration of medication to, the child;
  - any person who is authorised to authorise an Educator to take the child outside the Service's approved area.
- clear copies of any court orders, parenting orders or parenting plans relating to the child's residence; to powers, duties, responsibilities or authorities of any person in relation to the child or access to the child; or the child's contact with a parent or other person;
  - the language used in the child's home;
  - the cultural background of the child and, if applicable, the child's parents;
  - any special considerations for the child, for example any cultural, religious or dietary requirements or additional needs;
  - an authorisation, signed by a parent or a person named in the enrolment record as authorised to consent to the medical treatment of the child, for the Service to seek:
    - medical treatment for the child from a registered medical practitioner, hospital or ambulance service;
    - transportation of the child by an ambulance service.
  - if relevant, an authorisation for the Service to take the child on regular outings;
  - the child's Medicare number and the name, address and telephone number of the child's registered medical practitioner or medical service;
  - details of any specific healthcare needs of the child, including:
    - any medical condition;
    - allergies, including whether the child has been diagnosed as at risk of anaphylaxis;
    - any medical action plan, anaphylaxis medical action plan or risk management plan to be followed with respect to a specific healthcare need, medical condition or allergy;
    - details of any dietary restrictions for the child;
    - the immunisation status of the child;

The Service shall ensure that children's attendance records are kept and shall include:

- the full name of each child attending;
- the date and time each child arrives and departs;
- a signature of one of the following persons at the time that the child arrives and departs:
  - the person who delivers the child to the education and care service premises or collects the child from the education and care service premises; or
  - the Nominated Supervisor or an Educator.

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**APPENDIX 1** (Policy 2.4, 3.8)**Extra Curricular Activity Permission Form**

|              |  |        |  |
|--------------|--|--------|--|
| Childs Name: |  | Class: |  |
|--------------|--|--------|--|

I, as parent/guardian of the above child, give my permission for them to leave Mayfield OSHC to attend:

☐ Swimming ☐ Tennis ☐ Cross Country ☐ Other \_\_\_\_\_

I authorise OSHC staff to release my child from care on (please tick):

| Before School Care |      |     |      |     | After School Care |      |     |      |     |
|--------------------|------|-----|------|-----|-------------------|------|-----|------|-----|
| Mon                | Tues | Wed | Thur | Fri | Mon               | Tues | Wed | Thur | Fri |
|                    |      |     |      |     |                   |      |     |      |     |

| Start Date | End Date | Departure Time to leave OSHC to be on time for start of activity | Return Time to OSHC |
|------------|----------|--|---------------------|
|            |          |  |                     |

I understand that Mayfield OSHC is not responsible for my child from the time they leave the service until they return and report to an OSHC educator.

I will ensure that the provider of the activity is aware of their responsibilities during the time my child is in their care.

I have made the following arrangements for my child to travel safely between OSHC and the activity:

- ☐ Accompanied by a representative of the activity or OSHC staff
- ☐ I give permission for my child to walk themselves to their activity

The time my child leaves the service and time they return will be documented on the *Activity Register*. If I pick up/drop off my child at the activity, I will still need to sign the main OSHC Attendance Roll.

A separate form must be filled out for each child and each activity.

|                       |       |
|-----------------------|-------|
| Parent/Guardian Name: |       |
| Signature:            | Date: |

**APPENDIX 2** – Children's Online Safety Agreement (Policy 2.17 and 2.18)

## **Online Safety Agreement**

Attention Parents/Care givers,

This online safety agreement has been developed as part of the Service's risk management procedures for children accessing the internet whilst at OSHC.

Parents/Caregivers play an important role in developing children's knowledge and understanding of on-line safety and cyber-safe practices therefore, we invite you to discuss this user agreement with your child and encourage them to follow these strategies at OSHC when they are accessing information and communication technologies (ICT) such as USB and flash memory devices, iPods, MP3 players, digital and video cameras, mobile phones, gaming consoles and any other similar technologies.

Children at OSHC will not have access to any ICT equipment or devices until an On-line Safety Agreement is signed and returned it to the OSHC service.

### **CHILD**

**Please read carefully and sign at the bottom:**

- I will only go online when an educator is present;
- if I am unsure whether I am allowed to do something involving ICT, I will ask an educator first;
- if I have my own user name, I will log on only with that user name. I will not allow anyone else to use my user name and I will keep my password private;
- I will not share my name, address or telephone number online and I will tell an educator if anyone asks me for this information. I will not post photos of myself, my family, friends or others to any online forums or sites.
- I will use the internet, mobile phone or any ICT equipment only for positive purposes and not to be mean, rude or offensive to anyone;
- I will not download anything or install any programs or games without asking an Educator first;
- I will search for things online that I know are appropriate and will not search for anything that is rude, violent or uses unacceptable language;
- I will report to an Educator anything that upsets me, is mean or rude or that I know is unacceptable;
  
- I will only bring ICT equipment or devices to OSHC with the written permission of my

parents/care giver and OSHC service. This will include mobile phones, iPods, tablets, games, cameras and USB/portable drives;

- only with written permission from my parent/care giver and the OSHC service will I be able to connect any personal ICT device to a service device;
- I will treat all ICT equipment and devices with care and respect;
- I will follow all OSHC cyber-safety strategies and act responsibly;
- I will report any breakages or damage to an educator;
- I understand that OSHC educators may access my internet browsing history and look at any files I have created on the computer at any time;
- if I do not follow cyber-safe practices the OSHC may inform my parent/care giver and my ICT access will be limited. In serious cases, where illegal material or activities are involved or suspected, it may be necessary to inform the police. Such actions may occur even if the incident occurs off-site or out of the OSHC service's care.

Child's name: .....

Signature: .....

Date: .....

### **Parent/Care giver**

*I have read and understood this On-line Safety Agreement and I acknowledge that I am aware of the OSHC services strategies to maintain a cyber-safe environment for my child.*

Parent/care giver name: .....

Signature: .....

Date: .....

### **OSHC Service**

*I have spoken with this parent/care giver to ensure they are aware of the OSHC service's policies and procedures for:*

- children accessing the internet while at OSHC; and
- cyber-safe practices at OSHC

OSHC Coordinator name: .....

Signature: .....

Date:.....

### APPENDIX 3 – Sample Excursion Permission Form (Policy 3.5)

**Mayfield State School OSHC, Paget Street, Carina QLD 4152**

**Monday 12 December 2016 - Friday 20 January 2017**

**6:45am - 6pm, theme activities 9am - 3pm**

**\$52 incursions; \$58 excursions; \$43 every other day**

**MAYFIELD STATE SCHOOL OSHC**

**paget street, carina qld 4152**

**p: 3398 9599 e: admin@mayfieldoshc.com.au**

---

Parents/Guardians Name(s) \_\_\_\_\_

Child's Name (one form per child): \_\_\_\_\_

Contact No. \_\_\_\_\_

School: \_\_\_\_\_

Please place an X on each day you wish to book:

| D E C E M B E R |     |     |     |     |     |     |
|-----------------|-----|-----|-----|-----|-----|-----|
| MON             | TUE | WED | THU | FRI | SAT | SUN |
|                 |     |     | 1   | 2   | 3   | 4   |
| 5               | 6   | 7   | 8   | 9   | 10  | 11  |
| 12              | 13  | 14  | 15  | 16  | 17  | 18  |
| 19              | 20  | 21  | 22  | 23  | 24  | 25  |
| 26              | 27  | 28  | 29  | 30  | 31  |     |

| J A N U A R Y |     |     |     |     |     |     |
|---------------|-----|-----|-----|-----|-----|-----|
| MON           | TUE | WED | THU | FRI | SAT | SUN |
|               |     |     |     |     |     |     |
| 2             | 3   | 4   | 5   | 6   | 7   | 8   |
| 9             | 10  | 11  | 12  | 13  | 14  | 15  |
| 16            | 17  | 18  | 19  | 20  | 21  | 22  |
| 23            | 24  | 25  | 26  | 27  | 28  | 29  |
| 30            | 31  |     |     |     |     |     |

A separate enrolment form will need to be completed for first time users of the service. By signing below, you are acknowledging you understand the experiences your child will be having at Mayfield Vacation Care, and authorising your child to participate in them, including incursions and excursions. Please advise us in writing if you do not wish your child to participate in a particular experience.

By making a booking you allocate a place to your child. You can cancel the booking if you let us know by 6pm the business day before attendance (this does not include excursions, refer to fees and cancellations). After that, whether or not your child attends, the session fee will be charged to your account.

Signature \_\_\_\_\_ Date \_\_\_\_\_

**bookings**

Bookings can only be received in writing on the form provided. The form can be emailed to the service, hand delivered or posted.

**cancellations**

Cancellations can be made up until 6pm the business day before without charge. Cancellations after that time (for non-attendance) will result in the full fee being charged. **Cancellations after the excursion cut off date of Friday 9th Dec and Tuesday 3rd January will incur the regular excursion fee.**

**fees**

Our fees before the Child Care Benefit and Child Care Rebate are deducted are: standard session (\$43); incursions (\$52); excursions (\$58). All fees include breakfast, afternoon tea, activities, incursions and excursions. There is an additional \$10 casual booking fee if your child is not booked in before 6pm the business day before. There will be a **casual booking fee of \$10** if your child is not booked into the **excursion day by the cut off date of Friday the 9th Dec and Tuesday 3rd January**, due to bus availability, booking tickets, etc.

**supervision**

Our standard ratio of carers to children is 1:12-15. For excursions the ratio is 1:8.

**nutrition**

A nutritious snack is provided for afternoon tea - please let us know if your child has any special dietary requirements. We encourage families to pack healthy, nutritious morning tea and lunches for their children. **Educators are unable to prepare or heat lunches (such as noodles and pasta) for children.**

**what to bring**

Children should bring a **wide-brimmed or legionnaire's sunhat (we have a strict NO HAT - NO OUTDOOR PLAY policy)**, their morning tea, lunch, and water bottle. Please ensure that all belongings are labelled clearly. We discourage children from bringing other personal items and we cannot take responsibility for them.

All other books, devices and other items should be left at home.



**APPENDIX 4** – Excursion Checklist (Policy 3.5)**EXCURSION CHECKLIST**

| <b>PRIOR TO EXCURSION</b>   | <b>REQUIRED/NOT<br/>REQUIRED √/X</b> | <b>PERSON<br/>RESPONSIBLE</b> | <b>DATE<br/>COMPLETED</b> | <b>ACTIONS</b>   |
|---|--------------------------------------|-------------------------------|---------------------------|--|
| Visit to Excursion Site: <ul style="list-style-type: none"> <li>• <i>Accessibility to water</i></li> <li>• <i>Accessibility to toilets</i></li> </ul>   | √                                    |                               |                           | <ul style="list-style-type: none"> <li>• Toilets must be checked throughout the day</li> </ul> |
| Risk Assessment as per regulatory requirements: <ul style="list-style-type: none"> <li>• <i>Proposed Route and Destination of Excursion</i></li> <li>• <i>Water Hazards</i></li> <li>• <i>Transport to and from venue</i></li> <li>• <i>Number of Adults Attending</i></li> <li>• <i>Number of Children Attending</i></li> <li>• <i>Ratio of Educator to Child</i></li> <li>• <i>Proposed Activity</i></li> <li>• <i>Length of Time of Excursion</i></li> </ul> | √<br>√<br>√<br>√<br>√<br>√<br>√<br>√ |                               |                           |  |
| SPECIFIC RISKS TO BE CONSIDERED: <ul style="list-style-type: none"> <li>• <i>Vehicle Accident</i></li> <li>• <i>Weather Extremes</i></li> <li>• <i>Sunburn</i></li> <li>• <i>Dehydration</i></li> <li>• <i>Lost Child</i></li> <li>• <i>Fire</i></li> <li>• <i>Venomous Creatures</i></li> <li>• <i>Illness/Accidents</i></li> <li>• <i>Child Protection</i></li> </ul>   |                                      |                               |                           |  |
| Authorised by Management  | √                                    |                               |                           |  |

|   |                                      |                               |                  |                |
|---|--------------------------------------|-------------------------------|------------------|----------------|
| Permission Slips Distributed  | √                                    |                               |                  |                |
| Swimming Ability Form   |                                      |                               |                  |                |
| Equipment Check: <ul style="list-style-type: none"> <li>• First Aid Kit</li> <li>• Mobile Phones</li> <li>• Walkie Talkies</li> <li>• Camera</li> </ul>   |                                      |                               |                  |                |
| <b>ON EXCURSION DAY</b>   | <b>REQUIRED/NOT<br/>REQUIRED √/X</b> | <b>PERSON<br/>RESPONSIBLE</b> | <b>COMPLETED</b> | <b>ACTIONS</b> |
| Permission Slips Returned   |                                      |                               |                  |                |
| Swimming Ability Form   |                                      |                               |                  |                |
| Emergency Contacts Folder<br>(Educators, Volunteers and<br>Children)  |                                      |                               |                  |                |
| First Aid Kit   |                                      |                               |                  |                |
| Medication  |                                      |                               |                  |                |
| Sunscreen   |                                      |                               |                  |                |
| Mobile Phones   |                                      |                               |                  |                |
| Walkie Talkies  |                                      |                               |                  |                |
| Accident/Incident Forms   |                                      |                               |                  |                |
| Camera  |                                      |                               |                  |                |
| Details of Transport<br>Company   |                                      |                               |                  |                |
| Details of Venue  |                                      |                               |                  |                |
| Transport <ul style="list-style-type: none"> <li>• Notice of service<br/>details for display<br/>on bus</li> <li>• Seat Belt Check</li> <li>• Vehicle Registration<br/>and Notice of Road<br/>Worthiness</li> <li>• Drivers License and<br/>Authorisation</li> <li>• Alternative<br/>arrangements in<br/>case of breakdown</li> </ul> |                                      |                               |                  |                |
| Drink Bottles   |                                      |                               |                  |                |
| Hats  |                                      |                               |                  |                |
| Shoes   |                                      |                               |                  |                |
| Roll Call   |                                      |                               |                  | Throughout Day |
| Code of Conducts Explained<br>to Educators and Children   |                                      |                               |                  |                |
| Emergency Procedures<br>Explained to Educators and<br>Children  |                                      |                               |                  |                |
|   |                                      |                               |                  |                |

|   |  |  |  |  |
|---|--|--|--|--|
| Emergency Excursion Kit eg spare clothes, towel   |  |  |  |  |
| Master list of all attending excursion to be given to each group.   |  |  |  |  |
| Children with special needs <ul style="list-style-type: none"> <li>• Anaphylaxis. Check venue for possible allergens. Are staff Epi Pen trained.</li> <li>• Mobility. Does venue have suitable access?</li> <li>• Other- Is there an action plan in place and are staff trained to carry out any procedures necessary.</li> </ul> |  |  |  |  |
| Wristbands for children with service, mobile phone and Coordinator details  |  |  |  |  |

#### Rationale for Educator /Child Ratio Example

| Activity   | Ratio | Rationale                       |
|------------|-------|---------------------------------|
| Swimming   | 1-8   | Children all competent swimmers |
| Movies     | 1-10  | Enclosed venue                  |
| Skating    | 1-8   | Exclusive use of venue          |
| Dreamworld | 1-5   | Crowds, supervision             |
|            |       |                                 |
|            |       |                                 |
|            |       |                                 |

## **APPENDIX 5** – Excursion Evaluation – Policy 3.5

### **EXCURSION EVALUATION**

|   | <b><u>EXCELLENT</u></b> | <b><u>GOOD</u></b> | <b><u>SATISFACTORY</u></b> | <b><u>UNSATISFACTORY</u></b> |
|---|-------------------------|--------------------|----------------------------|------------------------------|
| <u>Transport safety.</u>  |                         |                    |                            |                              |
| <u>Transport suitability.</u>   |                         |                    |                            |                              |
| <u>Provision of sheltered areas (hot &amp; wet weather).</u>                      |                         |                    |                            |                              |
| <u>Provision of storage Areas (e.g bags, Equipment).</u>                          |                         |                    |                            |                              |
| <u>Provision of equipment (play).</u>   |                         |                    |                            |                              |
| <u>Safety of equipment/ Location (consider first aid &amp; phone facilities).</u> |                         |                    |                            |                              |
| <u>Suitability of environment (lighting, noise, crowds, set up).</u>              |                         |                    |                            |                              |
| <u>Provision of toilet Facilities.</u>  |                         |                    |                            |                              |
| <u>Food/drink facilities (BBQ, kiosk, drink taps).</u>                            |                         |                    |                            |                              |
| <u>Facilities for people with Disabilities.</u>                                   |                         |                    |                            |                              |
| <u>Management &amp; staff of Venue.</u>   |                         |                    |                            |                              |
| <u>Supervision.</u>   |                         |                    |                            |                              |
| <u>Staff interactions with Children.</u>  |                         |                    |                            |                              |
| <u>Children's level of Interest/enjoyment.</u>                                    |                         |                    |                            |                              |
| <u>Suitability to a range of Abilities.</u>                                       |                         |                    |                            |                              |
| <u>Cultural/linguistic Relevance.</u>   |                         |                    |                            |                              |
| <u>Age group most interested.</u>   | <u>5-6</u>              | <u>7-8</u>         | <u>9-10</u>                | <u>11-12</u>                 |

Identify and explain the Learning Outcomes met by the children attending this excursion.

---

Would you make any changes to the excursion?

---

Would you recommend this excursion in the future? Yes No

Staff name.....Sign.....Date.....

**APPENDIX 6** – Indoor & Outdoor Safety Checklist (Policy 4.1)

| <b>Safety Checklist:<br/>Indoor Areas</b>                                  | <b>Mon</b> |          | <b>Tue</b> |          | <b>Wed</b> |          | <b>Thu</b> |          | <b>Fri</b> |          | <b>Comment</b> |
|--|------------|----------|------------|----------|------------|----------|------------|----------|------------|----------|----------------|
| <b>BSC/ASC:</b>  | <b>B</b>   | <b>A</b> | <b>B</b>   | <b>A</b> | <b>B</b>   | <b>A</b> | <b>B</b>   | <b>A</b> | <b>B</b>   | <b>A</b> |                |
| <b>EDUCATOR NAME:</b>  |            |          |            |          |            |          |            |          |            |          |                |
| Lights/windows/aircon  |            |          |            |          |            |          |            |          |            |          |                |
| Approved supervisor label  |            |          |            |          |            |          |            |          |            |          |                |
| Safety plugs in unused power points (including office, kitchen, storeroom) |            |          |            |          |            |          |            |          |            |          |                |
| Bin liners secured and bins have lids                                      |            |          |            |          |            |          |            |          |            |          |                |
| Chemical/hazardous substances inaccessible                                 |            |          |            |          |            |          |            |          |            |          |                |
| Hazardous items inaccessible to children:                                  |            |          |            |          |            |          |            |          |            |          |                |
| ➤ knives   |            |          |            |          |            |          |            |          |            |          |                |
| ➤ plastic bags/wraps   |            |          |            |          |            |          |            |          |            |          |                |
| Fire extinguisher in correct place   |            |          |            |          |            |          |            |          |            |          |                |
| Emergency exits clear  |            |          |            |          |            |          |            |          |            |          |                |
| Emergency evacuation/lockdown plans displayed                              |            |          |            |          |            |          |            |          |            |          |                |
| Emergency phone numbers displayed  |            |          |            |          |            |          |            |          |            |          |                |
| 1 <sup>st</sup> aid kit in correct area                                    |            |          |            |          |            |          |            |          |            |          |                |
| Chairs not stacked more than 3 high, with nothing on them                  |            |          |            |          |            |          |            |          |            |          |                |
| Rugs lying flat  |            |          |            |          |            |          |            |          |            |          |                |
| Lights are working   |            |          |            |          |            |          |            |          |            |          |                |
| Light covers in place  |            |          |            |          |            |          |            |          |            |          |                |

|  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|
| No double adapters                         |  |  |  |  |  |  |  |  |  |  |  |
| Floor area free from clutter               |  |  |  |  |  |  |  |  |  |  |  |
| Check inside walls of building for hazards |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

| <b>Safety Checklist: Outdoor Areas</b>               | <b>Mon</b> |          | <b>Tue</b> |          | <b>Wed</b> |          | <b>Thu</b> |          | <b>Fri</b> |          | <b>Comment</b> |
|--|------------|----------|------------|----------|------------|----------|------------|----------|------------|----------|----------------|
| <b>BSC/ASC:</b>                                      | <b>B</b>   | <b>A</b> | <b>B</b>   | <b>A</b> | <b>B</b>   | <b>A</b> | <b>B</b>   | <b>A</b> | <b>B</b>   | <b>A</b> |                |
| <b>EDUCATOR NAME:</b>                                |            |          |            |          |            |          |            |          |            |          |                |
| <b><u>TOILETS</u></b>                                |            |          |            |          |            |          |            |          |            |          |                |
| Ramp and/or stairs clear                             |            |          |            |          |            |          |            |          |            |          |                |
| Hand railings safe and secure                        |            |          |            |          |            |          |            |          |            |          |                |
| Toilet floors clean and dry                          |            |          |            |          |            |          |            |          |            |          |                |
| Sinks clean and taps working properly                |            |          |            |          |            |          |            |          |            |          |                |
| <b><u>BAG AREA</u></b>                               |            |          |            |          |            |          |            |          |            |          |                |
| Cement area clear of rubbish and/or hazards          |            |          |            |          |            |          |            |          |            |          |                |
| Bag racks secure                                     |            |          |            |          |            |          |            |          |            |          |                |
| Pathways clear                                       |            |          |            |          |            |          |            |          |            |          |                |
| <b><u>OUTDOOR PLAY AREA</u></b>                      |            |          |            |          |            |          |            |          |            |          |                |
| Pathways clear                                       |            |          |            |          |            |          |            |          |            |          |                |
| Grass is a suitable length                           |            |          |            |          |            |          |            |          |            |          |                |
| <b><u>PLAYGROUND AREA</u></b>                        |            |          |            |          |            |          |            |          |            |          |                |
| Playground equipment clear of rubbish and/or hazards |            |          |            |          |            |          |            |          |            |          |                |
| Softfall clear of visible hazards                    |            |          |            |          |            |          |            |          |            |          |                |
| <b><u>BASKETBALL COURTS</u></b>                      |            |          |            |          |            |          |            |          |            |          |                |
| Pathway is clear                                     |            |          |            |          |            |          |            |          |            |          |                |
| Court area clear of rubbish and/ or hazards          |            |          |            |          |            |          |            |          |            |          |                |
| <b><u>OVAL AREA</u></b>                              |            |          |            |          |            |          |            |          |            |          |                |
| Grassed oval area clear from rubbish and/or hazards  |            |          |            |          |            |          |            |          |            |          |                |

|                                       |  |  |  |  |  |  |  |  |  |  |  |
|---------------------------------------|--|--|--|--|--|--|--|--|--|--|--|
| Fences secure and in good repair      |  |  |  |  |  |  |  |  |  |  |  |
| Pathways clear                        |  |  |  |  |  |  |  |  |  |  |  |
| Graffiti or vandalism                 |  |  |  |  |  |  |  |  |  |  |  |
| Check outside of building for hazards |  |  |  |  |  |  |  |  |  |  |  |



**APPENDIX 7** – Incident Report - Policy 4.5



## Incident Report

Childs name:..... DOB: ..... Time: ..... Date:.....

**Details of incident:**

.....

.....

.....

.....

**Action by educators:**

.....

.....

.....

.....

**Medical advice sought:** YES/ NO Details: .....

Medication administered or first aid provided (if applicable):

.....

Names of Educator witnesses:.....

Report completed by: Name: .....Signature: .....

Time of completion: .....Date of completion: .....

Name and signature of co-ordinator: .....

Parents notified: phone/email/ in person Time: ..... Date: .....

**Parent signature:** ..... **date:** .....

**APPENDIX 8** – Injury & Illness Report Policy 4.5



## Injury & Illness Report

Child's name: ..... DOB: ..... Time: ..... Date: .....

**Details of injury or illness:** indicate injured area on diagram

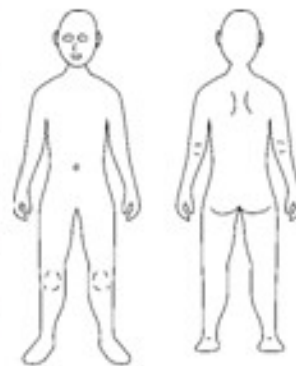
.....

.....

.....

.....

.....



**Medical advice sought:** YES/ NO Details: .....

**Treatment, Medication administered or first aid provided:**

.....

.....

.....

.....

Names of Educator/witnesses: .....

Report completed by: Name: ..... Signature: .....

Time of completion: ..... Date of completion: .....

Name and signature of co-ordinator: .....

Parents notified: ..... phone/email/in person Time: ..... Date: .....

**Parent signature:** ..... **date:** .....

Notification of Serious Incident Report (SIR) required? yes/no date sent: .....

If YES, name of first aid qualified educator: .....

If YES, educator:child ratios at time of accident: .....

**APPENDIX 9** – Medication Permission/Administering Form Policy 4.6

## medication permission/administering form

(A separate form must be completed for each type of medication)

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_

No medication will be dispensed by a Mayfield OSHC staff member to an enrolled child without this prior consent except in a medical or dental emergency in which case Mayfield OSHC staff may act on the oral instructions of the child's GP, dentist, emergency services personnel (eg Ambulance) or health care source listed on the child's emergency list.

**Prescription medication: Must be in original container. The pharmacy label is acceptable as written instruction from the child's health care source or dentist and must include the child's name, prescription number and doctor's name.**

**Non-prescription: For non-prescription medications, such as acetaminophen, cough medication syrup, vitamins, etc. this form must be completed and signed by the child's parent or guardian. The medication must be labelled by the pharmacy with the child's name and the dosage required.**

Medication: \_\_\_\_\_

Condition prescribed for: \_\_\_\_\_

Possible side effects: \_\_\_\_\_

Instructions for storage and usage: \_\_\_\_\_

Time and date this medication was last administered by you: \_\_\_\_\_

Dosage required to be administered: \_\_\_\_\_

Method of Administration: (circle applicable method) oral, eye, ear, inhaled, applied, other \_\_\_\_\_

Time: \_\_\_\_\_ Frequency: \_\_\_\_\_ Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

Child's health care source has prescribed or recommended the medication named above and I request that the dosage(s) falling within Mayfield OSHC program hours be administered by Mayfield OSHC staff.

Signature of Parent or Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

(necessary for both prescription and non-prescription medication)

**Self-Administration (if applicable)** I authorise for my child to self-administer the above medication and I understand the risks involved.

Signature of Parent or Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

**Mayfield OSHC Staff:** Fill in date, time, dosage and signatures whenever dispensing medication.

| Date | Time | Dosage amount & how administered | Administered/Observed (if self-administered) by: Full Name and Signature | Checked and witnessed by: Full Name and Signature | Parents Notified Signature |
|------|------|----------------------------------|--|---|----------------------------|
|      |      |                                  |  |   |                            |
|      |      |                                  |  |   |                            |
|      |      |                                  |  |   |                            |
|      |      |                                  |  |   |                            |
|      |      |                                  |  |   |                            |

**APPENDIX 10** – Cleaning Checklist Monthly Policy 5.5

| Month:  | Week 1 |        | Week 2 |        | Week 3 |        | Week 4 |        | Week 5 |        |
|---|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Cleaning Staff:   | Sign 1 | Sign 2 | Sign 1 | Sign 2 | Sign 1 | Sign 2 | Sign 1 | Sign 2 | Sign 1 | Sign 2 |
| <b>Kitchen</b> – Use blue cloths for benches, sinks, shelves, fridge, and freezer.  |        |        |        |        |        |        |        |        |        |        |
| <b>Sinks and fittings</b> – clean and polish with gumption, empty out sink plugs  |        |        |        |        |        |        |        |        |        |        |
| <b>Oven and stovetop</b> – clean inside and outside of oven with gumption or gold label disinfectant  |        |        |        |        |        |        |        |        |        |        |
| <b>Microwave</b> – clean inside and outside of microwave – wash plate in soapy water and wipe out the microwave   |        |        |        |        |        |        |        |        |        |        |
| <b>Toaster</b> – Shake out the toaster and empty crumb drawers. Wipe outside.   |        |        |        |        |        |        |        |        |        |        |
| <b>Fridge</b> – Tick next to job once completed<br>- remove all food and jars from fridge<br>- throw away any spoiled or expired food<br>- empty fruit container and wash with hot, soapy water<br>- remove all shelves and wash with hot soapy water<br>- wipe out inside of the fridge with gold label disinfectant<br>- let racks air dry then replace into the fridge<br>- wipe down any dirty jars or containers<br>- sweep underneath the fridge<br>mop underneath the fridge |        |        |        |        |        |        |        |        |        |        |
| <b>Freezer</b><br>- remove all food from freezer<br>- throw away any spoiled or expired food<br>- empty out baskets and wash with hot, soapy water<br>- wipe down any dirty packets or containers<br>- put food back into the freezer<br>- sweep underneath the freezer<br>mop underneath the freezer   |        |        |        |        |        |        |        |        |        |        |
| <b>Dishwasher</b> – Wipe inside and outside with gold label disinfectant. Empty and clean out filter.   |        |        |        |        |        |        |        |        |        |        |
| <b>Rangehood</b> – Wipe inside and outside with gold label disinfectant   |        |        |        |        |        |        |        |        |        |        |
| <b>Cupboards</b> – empty everything from cupboards, dispose of any expired foods, wipe inside and outside with gold label disinfectant, put everything back into the cupboard   |        |        |        |        |        |        |        |        |        |        |

|  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|
| <b>Drawers</b> – empty the drawers, wipe out with gold label disinfectant  |  |  |  |  |  |  |  |  |  |  |
| <b>Shelves</b> – empty the shelves, wipe out with gold label disinfectant  |  |  |  |  |  |  |  |  |  |  |
| <b>Elevated kitchen cupboard</b> – wipe on top with yellow cloth and gold label disinfectant   |  |  |  |  |  |  |  |  |  |  |
| <b>All rooms and open areas</b> – Use yellow cloths  |  |  |  |  |  |  |  |  |  |  |
| <b>Walls and doors</b> – remove all marks and spots, with gumption   |  |  |  |  |  |  |  |  |  |  |
| <b>Electricity outlets and light switches</b> – dust and wipe with a dry yellow cloth  |  |  |  |  |  |  |  |  |  |  |
| <b>TV's</b> – dust and wipe  |  |  |  |  |  |  |  |  |  |  |
| <b>Windows</b> – Dust and wipe with gold label disinfectant  |  |  |  |  |  |  |  |  |  |  |
| <b>Empty paper and cardboard bin</b>   |  |  |  |  |  |  |  |  |  |  |
| <b>Rubbish bins (including lids)</b> – Clean and disinfect with gold label disinfectant  |  |  |  |  |  |  |  |  |  |  |
| <b>Cobwebs</b> – remove both inside and out using a broom  |  |  |  |  |  |  |  |  |  |  |
| <b>First aid kit</b> – tidy and restock with supplies from the store room  |  |  |  |  |  |  |  |  |  |  |
| <b>Water OSHC garden</b> – use hose or bucket of water   |  |  |  |  |  |  |  |  |  |  |
| <b>Main area</b> – use yellow cloths   |  |  |  |  |  |  |  |  |  |  |
| <b>Family table, couches, and bookshelves</b> – dust and wipe furniture with gold label disinfectant   |  |  |  |  |  |  |  |  |  |  |
| <b>Lost property</b> – Throw away any unnamed stuff  |  |  |  |  |  |  |  |  |  |  |
| <b>Craft shelves</b> – Tidy and sort trays, wipe down shelves and throw out old craft  |  |  |  |  |  |  |  |  |  |  |
| <b>Air-conditioners</b> – Wipe vents with gold label disinfectant, clean filters   |  |  |  |  |  |  |  |  |  |  |
| <b>Home corner</b> – Tidy and sort. If any soiled or broken equipment dispose of or let someone else know.                                     |  |  |  |  |  |  |  |  |  |  |
| <b>Ceiling fans</b> – dust and wipe with gold label disinfectant   |  |  |  |  |  |  |  |  |  |  |
| <b>Office</b> – Use yellow cloths and gold label disinfectant  |  |  |  |  |  |  |  |  |  |  |
| <b>Desks</b> – dust and wipe   |  |  |  |  |  |  |  |  |  |  |
| <b>Bookshelves</b> – dust and wipe   |  |  |  |  |  |  |  |  |  |  |
| <b>Phone and computers</b> – dust and wipe   |  |  |  |  |  |  |  |  |  |  |
| <b>Store room</b> – use yellow cloths and gold label disinfectant  |  |  |  |  |  |  |  |  |  |  |
| <b>Floors</b> – mop the floors   |  |  |  |  |  |  |  |  |  |  |
| <b>Shelves</b> – clear clutter and put items in their correct place. Reorganise if required. Tape up board games if broken. Wipe down shelves. |  |  |  |  |  |  |  |  |  |  |

**APPENDIX 11** – Cleaning Checklist Policy 5.5

| AFTER SCHOOL CARE  |      |      |
|--|------|------|
| health and safety/breakfast  | name | sign |
| hand soap/paper towels   |      |      |
| workplace health and safety checklist  |      |      |
| wipe down water bubbler spout  |      |      |
| 1. wipe surfaces with cleaning solution  |      |      |
| 2. wipe surfaces with sanitising solution  |      |      |
| check roll for special dietary needs   |      |      |
| toaster/cereals/fruit  |      |      |
| serve breakfast until 8:15am (last call 8:00am)  |      |      |
| wash dishes  |      |      |
| wipe benches, shelves and toaster  |      |      |
| place used cloths in laundry   |      |      |
| clear benches of clutter, wipe all surfaces, sinks and floor from dust, food spill and mould |      |      |

|   |             |  |
|---|-------------|--|
| fridge temperature test   | temperature |  |
| freezer temperature test  | temperature |  |
| set up craft trolley, and equipment to encourage child initiate experiences |             |  |
| clipboards, whistles and walkies  |             |  |
| set up outdoor space  |             |  |
| set up washing buckets outside  |             |  |

|                              |  |
|------------------------------|--|
| programmed activity          |  |
| outside area supervision     |  |
| RAMP/gardening area activity |  |
| prep drop off                |  |

**STAFF DAILY CHECKLIST**

DATE:

| health and safety/afternoon tea           | name        | sign |
|---|-------------|------|
| hand soap/paper towels                    |             |      |
| workplace health and safety checklist     |             |      |
| 1. wipe surfaces with cleaning solution   |             |      |
| 2. wipe surfaces with sanitising solution |             |      |
| check roll for special dietary needs      |             |      |
| afternoon tea food temperature test       | temperature |      |
| serve second tier 4:45pm                  |             |      |
| seconds food temperature test             | temperature |      |
| wash dishes                               |             |      |
| wipe benches and shelves                  |             |      |
| place used cloths in laundry              |             |      |

|  |  |  |
|--|--|--|
| drain dishwasher, empty food scraps and sanitise   |  |  |
| clear benches of clutter, wipe all surfaces, sinks and floor from dust, food spill and mould |  |  |
| empty bins (kitchen, room, office)   |  |  |
| set up craft trolley and equipment to encourage child initiate experiences                   |  |  |
| clipboards, whistles and walkies   |  |  |
| set up outdoor space   |  |  |
| set up washing buckets outside   |  |  |

|                                 |  |
|---------------------------------|--|
| class pick up                   |  |
| roll                            |  |
| outside supervision             |  |
| sandpit/cover                   |  |
| RAMP/compost/worm farm          |  |
| programmed activity             |  |
| extra curricular activities     |  |
| sweeping and clean up 5:30-5:45 |  |

| lock up                                    | name | sign |
|--|------|------|
| sweep office and storeroom                 |      |      |
| print BSC roll                             |      |      |
| sweep room, chairs stacked, toys packed up |      |      |
| flush toilets and lock both sides          |      |      |
| turn off gas, vents, lights                |      |      |
| lock windows and doors; alarm              |      |      |

STAFF DAILY CHECKLIST

DATE:



## **APPENDIX 12** – Bomb Threat Checklist - Policy 7.2



### Phone/bomb threat guide and checklist

Post this checklist near your phone so it is visible and easily accessible.  
Remember when dealing with a threat, keep calm & **DO NOT HANG UP THE PHONE** – CALL POLICE on another phone so they can trace the call!

#### Details of the person who received the call

Name (print): \_\_\_\_\_

Signature: \_\_\_\_\_

Telephone number called: \_\_\_\_\_

Date call received: \_\_\_\_\_

Time call received: \_\_\_\_\_

#### General questions to ask the caller

1. What is it? Is it a bomb?
2. When will it explode or the substance be released?
3. Where did you put it?
4. What does it look like?
5. When did you put it there?
6. How will it explode or the substance be released?
7. Did you put it there?
8. Why did you put it there?
9. What is your name?

#### Bomb threat questions

1. What type of bomb is it?
2. What is in the bomb?
3. What will make the bomb explode?

#### Chemical/biological threat questions

1. What kind of substance is in it?
2. How much of the substance is there?
3. When will the substance be released?
4. Is the substance a liquid, powder or gas?

Exact working of the threat:

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Gender of the caller:

Male

Female

Accent of the caller:

Australian

Middle Eastern

British

Asian

American

European

Other (specify)

Background noise:

None

TV/Radio

Train

Traffic

Music

Construction

Sirens

Aircraft

Voices

Other (specify)

Estimated duration of call:

Estimated age of the caller:

Did the caller appear familiar with the area?

Yes

No

Other comments:

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**APPENDIX 13** – Evacuation Evaluation Form - Policy 7.2

**Evacuation Drill Evaluation**

|                  |  |                       |  |
|------------------|--|-----------------------|--|
| Date of drill    |  | Start and finish time |  |
| Staff members    |  | Number of Children    |  |
| Person in charge |  |                       |  |

| Action   | Further Action Required |  |
|--|-------------------------|--|
| Staff  | Yes/No                  |  |
| Were all staff informed of the upcoming drill?                         |                         |  |
| Was the procedure clearly displayed?                                   |                         |  |
| Did all staff understand their particular roles and duties?            |                         |  |
| Were there any points of the drill that were unclear?                  |                         |  |
| Were any OH&S issues noticeable during the drill? (eg. hazards)        |                         |  |
| Were children adequately supervised and staff/child ratios maintained? |                         |  |
| Were directions given to children in a clear and precise manner?       |                         |  |
| Is there anything that can be improved for the next drill?             |                         |  |
| Children   |                         |  |
| Were all children informed of the upcoming drill?                      |                         |  |
| Did the children understand the reason for carrying out the drill?     |                         |  |
| Did children follow directions given by staff?                         |                         |  |
| Did children experience any difficulties?                              |                         |  |
| Were any children upset by the experience? If so, why?                 |                         |  |
| Were children given the opportunity to give feedback after the drill?  |                         |  |

Follow up



**APPENDIX 14** – Lockdown Evaluation Form - Policy 7.3**Lockdown Drill Evaluation**

|                  |  |                       |  |
|------------------|--|-----------------------|--|
| Date of drill    |  | Start and finish time |  |
| Staff members    |  | Number of children    |  |
| Person in charge |  |                       |  |



| Action   | Further Action Required |  |
|--|-------------------------|--|
| Staff  | Yes/No                  |  |
| Were all staff informed of the upcoming drill?                         |                         |  |
| Was the procedure clearly displayed?                                   |                         |  |
| Did all staff understand their particular roles and duties?            |                         |  |
| Were there any points of the drill that were unclear?                  |                         |  |
| Were any OH&S issues noticeable during the drill? (eg. hazards)        |                         |  |
| Were children adequately supervised and staff/child ratios maintained? |                         |  |
| Were directions given to children in a clear and precise manner?       |                         |  |
| Is there anything that can be improved for the next drill?             |                         |  |
| Children   |                         |  |
| Were all children informed of the upcoming drill?                      |                         |  |
| Did the children understand the reason for carrying out the drill?     |                         |  |
| Did children follow directions given by staff?                         |                         |  |
| Did children experience any difficulties?                              |                         |  |
| Were any children upset by the experience? If so, why?                 |                         |  |
| Were children given the opportunity to give feedback after the drill?  |                         |  |

Follow up

## **APPENDIX 15** – Services Code of Conduct - Policy 8.9

## EMPLOYEE CODE OF CONDUCT

**APPENDIX 16** – Complaints Record Form Policy 9.5

## **COMPLAINTS RECORD**

Name of complainant:

|   |       |
|---|-------|
| Date complaint made:  | Time: |
| <div style="display: flex; align-items: center;"> <div style="width: 20px; text-align: center; font-size: 1.2em;">+</div> <div>Summary of complaint</div> </div>    |       |
| <div style="text-align: right; font-size: 0.8em;"> <input type="checkbox"/> Verbal complaint<br/> <input type="checkbox"/> Written complaint                 </div> |       |
| Summary of discussion:  |       |
| <div style="font-size: 0.8em;">Name of second person present (if applicable):</div>   |       |
| Summary of resolution:  |       |
| <div style="font-size: 0.8em;">Further action required by management?    <input type="checkbox"/> YES    <input type="checkbox"/> NO</div>                          |       |
| OSHC Co-ordinator/employee name:  |       |
| Signatures of those present:<br>Date:   |       |
| Date management made aware of complaint:  |       |

2013

**APPENDIX 17** – Hazard/Maintenance Register 6.3

Mayfield State School OSHC

**HAZARD/ MAINTANENCE REGISTER**

| DATE | ISSUE | ACTION REQUIRED | DATE OF RESOLUTION | CO-ORD SIGNATURE |
|------|-------|-----------------|--------------------|------------------|
|      |       |                 |                    |                  |
|      |       |                 |                    |                  |
|      |       |                 |                    |                  |
|      |       |                 |                    |                  |