

MAYFIELD STATE SCHOOL OSHC

Policies and Procedures

Last ratified: 20 May 2019

(Refer to Policy Review Schedule as per 10.19.1)

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POLICY GROUP ONE:

Service Philosophy and Goals

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.

We value ongoing learning and reflective practice as a way to inform and enrich the decisions made that continuously promote positive wellbeing, learning and developmental outcomes for 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;
- National Quality Standards;
- 'My Time, Our Place' Framework for School Age Care;
- United Nations Convention on the Rights of the Child.

The Service's statement of philosophy provides the foundation for all activities, policies and procedures of the Service. Wherever there is uncertainty about policy or procedures, the Service will reflect on the principles captured in their philosophy statement 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 and principles in mind.

Mayfield State School OSHC believes that each child has the right to be an active member of the community in which they live, to express their opinions and to have their views considered in decisions that affect them.

We believe the best interests of the children and their right to play, learn and develop in a safe and nurturing environment, is the primary consideration in all decision making at the Service and is visible in the actions, interactions and daily work with the children.

We believe that children are active learners from birth and through rich, engaging environments and meaningful interactions, we can build a foundation for successful lifelong learning.

We acknowledge that parents and families are the child's primary educators and that respectful, collaborative relationships strengthen the capacity and efforts of families and OSHC Services to support and promote each child's health and wellbeing.

We acknowledge the important role that schools' play in children's education, learning and development and seek to develop complementary and supportive relationships based on collaborative partnerships.

We acknowledge through all aspects of Service delivery, the intrinsic worth and strengths of all children and their families, and their right to equitable access and participation in the community.

The Service believes that children have the right to have their individual and cultural identity recognised and respected. We value Australia's Aboriginal and Torres Strait Islander cultures as a core part of the nation's history, present and future. We seek to embed Aboriginal and Torres Strait Islander perspectives in our day to day practice with children and families through our commitment to reconciliation.

We value ongoing learning and reflective practice as a way to inform and enrich the decisions made that continuously promote positive wellbeing, learning and developmental outcomes for children.

Date Development/review	of	Date Last Ratified	Date	to	be
31/8/18		20/5/19	26/2/20		

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 Development/review	of Date Ratified	Date to Reviewed be
13/3/19	No change 20/5/19	26/2/20

POLICY GROUP TWO: Children

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; 2.1; 2.3; 4.2; 4.3; 5; 7; 7.1; 7.2; 7.3.

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 Development/review of	Date Ratified	Date to be Reviewed
16/10/18	20/5/19	26/2/20

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; 7.1; 7.3;
- 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.

Date of Development/review	Date Ratified	Date to be Reviewed
24/10/18	20/5/19	26/2/20

2.3 Educator to Child 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; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 4.1; 4.2; 5.1; 6.1; 6.3; 7.1; 7.2; 7.3.

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.

Date Development/review	of	Date Ratified	Date	to	be
6/8/18		20/5/19	26/2/20		

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; 4.1; 4.2; 6.1; 6.3; 7.1; 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 at the Service.

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

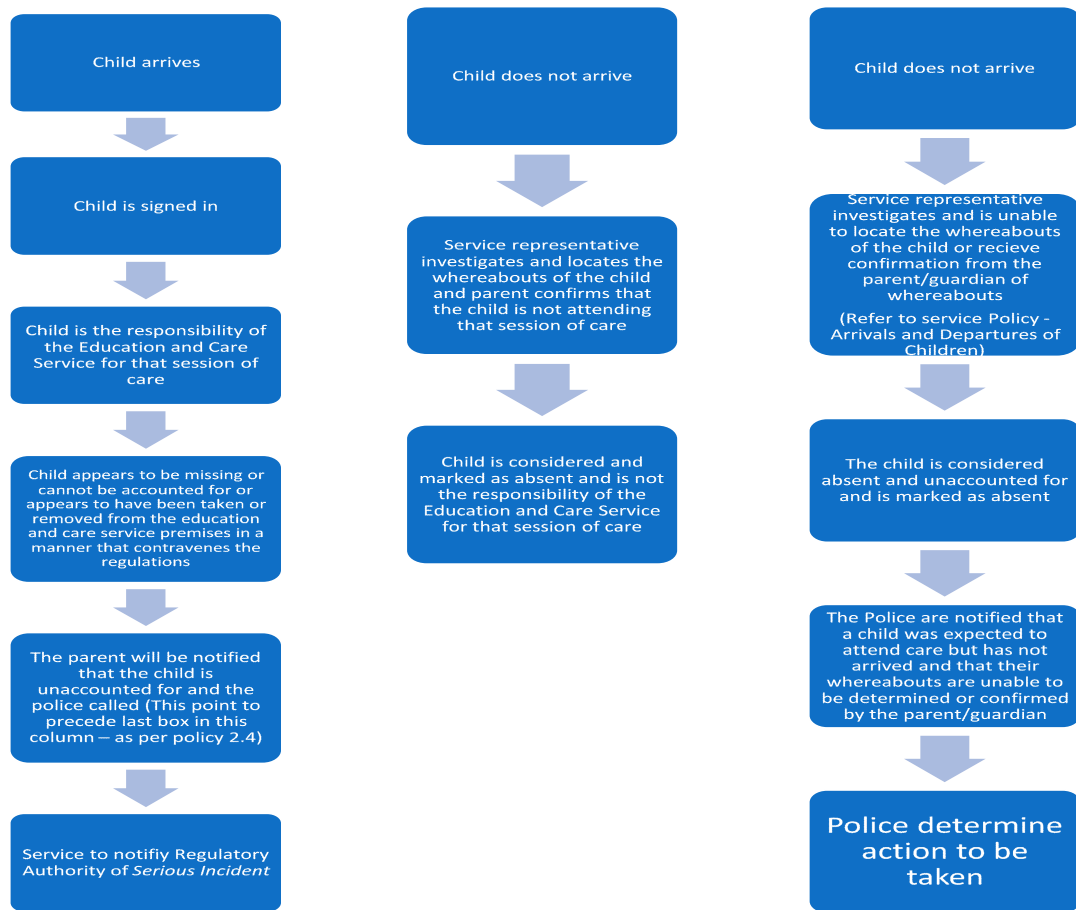
If a child leaves the Service in any other circumstances and for any reason without permission, the Nominated/Certified Supervisor will assess the situation immediately and will call the parent/guardian as quickly as reasonably possible.

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.

Date of Development/review	Date Ratified	Date to be Reviewed
25/10/18	no change 20/5/19	26/2/20

2.4.1 After School Care Arrival and Accountability Procedure



Date of Development/review	Date Ratified	Date to be Reviewed
26/9/17	20/5/19	26/2/20

2.5 Reporting of Child Abuse

The Service abides by the guiding principles of the Child Protection Act 1999 that the safety, wellbeing and best interests of a child are paramount, and that a child has a right to be protected from harm or risk of harm.

The Child Protection Act 1999 requires certain professionals, referred to as 'mandatory reporters', to make a report to Child Safety, if they form a reasonable suspicion that a child has suffered, is suffering or is at an unacceptable risk of suffering significant harm caused by physical or sexual abuse, and may not have a parent able and willing to protect them.

The Education and Care Services National Regulations 2011 require an Approved Provider to notify the Regulatory Authority of information in respect of prescribed matters including incidents where the Approved Provider reasonably believes that physical and/or sexual abuse of a child has occurred or is occurring while a child is cared for at an education and care service, or, an allegation that sexual abuse of a child has occurred or is occurring while a child is being educated and cared for at the Service. (National Regulation 175(2)(d)&(e).

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 (Mandatory Reporting— Mason's Law) Amendment Act 2016
- Family and Child Commission Act 2014;
- Child Protection Act 1999 and Regulations 2000;
- Duty of Care;
- NQS Area: 2.3; 4.2; 5.1; 5.2; 7.1; 7.2; 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 Approved Provider will be contacted immediately.
- the Nominated Supervisor and representative of the Approved Provider will complete the relevant Notification of Serious Incident Forms and forward them immediately on to the Office for Early Childhood Education and Care

Approved Providers, Nominated Supervisors and Educators are Mandatory Reporters.

The Mandatory Reporters at our school age care Service will report reasonable suspicions or disclosures of harm to the Department of Child Safety.

Mandatory reporters should also report to Child Safety a reasonable suspicion that a child is in need of protection caused by any other form of abuse or neglect.

Individuals who are volunteers or under 18 years of age are not mandatory reporters.

Educators who are Mandatory Reporters may give information about their reportable suspicion to the Nominated Supervisor of our Service to enable the Nominated Supervisor to take appropriate action.

To help with decision making and the need to report, the Service will access and refer to the online guide from the Department of Child Safety (www.communities.qld.gov.au/childsafety/protecting-children).

The Approved Provider will ensure that all educators have appropriate and up to date information and training regarding the Services child protection policies, current Child Protection Laws and Regulations including the current mandatory reporting obligations.

- Where concerns do not reach the threshold for reporting to Child Safety, the family, with their consent, may be referred to Family and Child Connect for support (13FAMILY /13 32 64).
- 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. Information will be shared with the school Principal.
- 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)].
- For matters in relation to National Regulation 175 (2)(d)&(e), the Nominated Supervisor as the representative of the Approved Provider will notify the Regulatory Authority via the National Quality Agenda IT System (NQA IT System) within 24 hours of an incident.

- (<https://public.nqaits.acecqa.gov.au/Pages/Landing.aspx>). Where/if the NQA IT System is not accessible the Regulatory Authority will be contacted.

Date of Development/review	Date Ratified	Date to be Reviewed
11/9/18	20/5/19	26/2/20

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; 2.1; 2.3; 4.1; 4.2; 5.1; 5.2; 6.1; 6.2; 6.3; 7.1; 7.2; 7.3.

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 where possible will attend regular 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.

Educators prompt and support children who are experiencing anger, frustration or fear, to engage in another activity or move to a downtime/safe place.

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 Development/review	of Date Ratified	Date to Reviewed be
6/8/18	20/5/19	26/2/20

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; 2.3; 4.2; 5.2; 6.1; 7.1; 7.3.

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 Approved Provider.

Date Development/review of	Date Ratified	Date to be Reviewed
25/10/18	No change 20/5/19	26/2/20

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; 2.1; 2.3; 4.2; 5.1; 5.2; 6.1; 6.2; 6.3; 7.1; 7.3.

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.

Date Development/review of	Date Ratified	Date to be Reviewed
25/10/18	No change 20/5/19	26/2/20

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; 2.2; 3.1; 3.2; 4.2; 5.1; 5.2; 6.1; 6.2; 6.3; 7.1; 7.2; 7.3;
- 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 Service's commitment to inclusive practices and anti-bias in the Educator handbook and induction and orientation package.
- Include information regarding the Service's commitment to inclusive practices and anti-bias in the Parent/Family Handbook given to families on enrolment.

Date of Development	Date Ratified	Date of Review
6/8/18	20/5/19	26/2/20

2.10 Reporting Guidelines and Directions for Handling Disclosure and Suspensions 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; 4.2; 5.2; 6.2; 6.3; 7.1; 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 Approved Provider.

The Coordinator or executive member of Approved Provider 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.

Date Development/review	of	Date Ratified	Date	to	be
26/10/18		No change 20/5/19	26/2/20		

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; 2.2; 2.3; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2; 6.1; 6.2; 6.3; 7.1; 7.2; 7.3.*

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 Development/review	of	Date Ratified	Date	to	be
			Reviewed		
26/10/18		No change 20/5/19	26/2/20		

2.12 Managing Duty of Care –Children who arrive at the service without a booking

The Service recognises that on occasion, children may arrive at or be brought to the Service when they are:

- enrolled in the Service but have not been booked in for a session; or
- not enrolled at the Service and have not been collected by their parent/guardian

For whatever reason assistance is sought, the 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 to ensure the safety and wellbeing of the child.

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;6.1; 6.3;7.3
- Policies: 2.3 -Educator to Child Ratios; 2.4 – Arrivals and Departures of Children; 9.2 – Enrolment; 9.3 – Communication with Families.

Procedures

The Service shall endeavour to establish a mutually beneficial relationship with the school (if appropriate) 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 booked into the service; and
- 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 school office is unattended, the Coordinator shall implement the following procedure when observing their duty of care for self-referred children or children who have not been collected from school and who are not currently enrolled in the 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 activities of the Service; and
- Call the police for support when a reasonable time has passed without any notification.

Date Development/review	of	Date Ratified	Date	to	be
31/8/18		20/5/19	26/2/20		

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; 4.2; 5.2; 6.1; 6.2; 7.1; 7.3.

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

Date Development/review	of	Date Ratified	Date	to	be
26/10/18		No change 20/5/19	26/2/20		

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 and Training – Child Care Provider Handbook;
- National Quality Standard 7.1 Governance supports the operation of a quality service
- 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:

- a completed enrolment form meeting the requirements of a complying written agreement (CWA) is received for that child prior to their attendance at the Service; and
- 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.

Routine bookings shall be charged as per the fees policy. A routine booking shall be defined by a regular pattern of attendance throughout each term on one or more occasions per week or fortnight.

All fees associated with routine 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 business day prior to the session). CCS will apply in accordance with allowable and approved absence provisions.

Casual bookings shall attract a higher fee (if not booked by 6pm the business day prior to the session) due to the nature of the booking and irregular pattern of attendance. Casual bookings shall only be available to families where the service has vacancies.

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 Provider Handbook.

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

At the end of each calendar (school) year, the Service will manage routine bookings for before and after school care using the following option:

- all routine 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;

All families should 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 Service's own priority of access policy in determining who may fill that vacancy.

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

- from a parent/guardian/authorised persons; and
- 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 arrangements.

Cancellation of bookings for before and/or after school care must be made by 6pm the business 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 relation to, vacation care and pupil free days, 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 business day prior to the session starting, if cancelled after this time the appropriate vacation care/pupil free day session fee will be charged.

Bookings for Excursion days must be made by the excursion day cutoff date before the event, if not the casual Excursion day session fee will be charged.

Cancellation of the Excursion day must be cancelled by the excursion cutoff date, if cancelled after this date the appropriate Excursion day session fee will be charged.

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 Provider Handbook.

Child Care Subsidy and Additional Child Care Subsidy are payable for up to 42 absence days for a child in a financial year, in relation to sessions of care where an individual still incurs a genuine fee liability to pay for the care. A reason does not need to be provided for a child's initial 42 days of absence.

Additional Absences

Once 42 absence days have occurred in a financial year, Child Care Subsidy and Additional Child Care Subsidy can only be paid for any additional absences where they are taken for a reason defined in the Family Assistance Law. These reasons can include any of the following:

- the child, the individual who cares for the child, the individual's partner or another person with whom the child lives is ill

- the child is attending preschool
- alternative arrangements have been made on a pupil-free day
- the child has not been immunised against a particular infectious disease, the absence occurs during an immunisation grace period and a medical practitioner has certified that exposure to the infectious disease would pose a health risk to the child
- the absence is because the child is spending time with a person other than the individual who is their usual carer as required by a court order or a parenting plan
- the Service is closed as a direct result of a period of local emergency
- the child cannot attend because of a local emergency (for example, because they are unable to travel to the service), during the period of the emergency or up to 28 days afterwards
- the individual who cares for the child has decided the child should not attend the Service for up to seven days immediately following the end of a period of local emergency.

In shared care arrangements (where separated parents both claim Child Care Subsidy for the child's care), the allocation of 42 absences relates to the child, not to each individual claimant.

Permanent Cancellation of Care

Families are required to cancel their permanent booking by 6pm the business day prior to the session starting, if cancelled after this time the appropriate session fee will be charged.

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

Priority of Access

There are no mandatory requirements for filling vacancies, and providers can set their own policies for prioritising who receives a place.

However, as vacancies in a service arise, providers are asked to consider prioritising children who are:

- at risk of serious abuse or neglect
- a child of a sole parent who satisfies, or parents who both satisfy, the activity test through paid employment

The service's Priority of Access for filling a vacancy is as follows:

- the booking is routine
- the child attends the hosting school
- the child is a sibling of a child/ren currently routinely attending the service
- the child is at risk of serious abuse or neglect
- the child is higher on the waiting list whose sole parent, or parents both satisfy the activity test through paid employment

Date Development/review of	Date Ratified	Date to be Reviewed
9/10/18	20/5/19	26/2/20

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; 1.2; 2.3; 5.1; 6.1;
- 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.

Date of Development/review	Date Ratified	Date to be Reviewed
25/10/18	No change 20/5/19	26/2/20

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; 4.2; 5.1; 5.2; 6.1; 6.2; 6.3; 7.3;
- 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 .*

Date of Development/review	Date Ratified	Date to be Reviewed
30/10/18	No change 20/5/19	26/2/20

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; 2.3; 3.2; 4.2; 5.1; 5.2; 6.1; 6.3; 7.3;
- 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 family's 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
- Dept of Education, Training and Employment. (2013). *Cybersafety and Cyberbullying - A guide for parents and caregivers*. Retrieved from www.education.qld.gov.au
- Queensland Children's Activities Network. (2013, August). *Children and Cyber Safety*. *Intouch Magazine*.

Date Development/review of	Date Ratified	Date to be Reviewed
30/10/18	No change 20/5/19	26/2/20

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; 2.3; 4.2; 5.1; 5.2; 6.1; 6.3; 7.3;
- 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.

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

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
30/10/18	No change 20/5/19	26/2/20

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 interests 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 licenses 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.copyright.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
30/10/18	No change 20/5/19	26/2/20

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; 2.3; 4.2; 5.1; 5.2; 6.3; 7.1; 7.3;
- 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

Date of Development/review	Date Ratified	Date to be Reviewed
30/10/18	No change 20/5/19	26/2/20

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; 3.1; 3.2; 5.1; 5.2; 6.1; 6.2; 6.3; 7.2; 7.3;
- 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 and information on how to get access to the 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
30/10/18	No change 20/5/19	26/2/20

2.22 Departures of Children with Self-Care or Sibling 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; 6.2; 7.3;
- 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; and
- 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, text 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; and
- the Service acknowledges that families may use their discretion in determining the capacity of their own children to enter into self-care arrangements.

Definition

The Queensland Criminal Code 1899 (Section 364A) states:

- A person who, having the lawful care or charge of a child under 12 years, leaves the child for an unreasonable time without making reasonable provision for the supervision and care of the child during that time commits a misdemeanor. Maximum penalty is three years imprisonment.
- Whether the time is unreasonable depends on all the relevant circumstances.

References

- <https://det.qld.gov.au/earlychildhood/family/Documents/pdf/pts-home-alone.pdf> (retrieved December 2017)
- http://raisingchildren.net.au/articles/australian_laws_about_leaving_children_alone.html#QLD (retrieved December 2017)

Date Development/review of	Date Ratified	Date to be Reviewed
11/9/18	20/5/19	26/2/20

2.22.1 Home Alone.pdf



Home alone

Many parents wonder at what age it is safe to leave their children at home alone. Consider your child's age and maturity and their ability to cope in an emergency to help you decide.

In Queensland, it is illegal to leave a child under 12 years of age alone for 'an unreasonable time', depending on circumstances.

Things to consider

If your child is left alone without a carer, consider whether they are old enough to take action in an emergency. Ask yourself if they know what to do and where to get help. Do not leave infants, toddlers or young children alone under any circumstances.

How safe is your home?

Accidents happen quickly. A child can fall into a swimming pool, pull a saucepan off a stove, swallow dangerous objects or play with matches even when you are close at hand.

- If you are considering leaving your children at home alone, there's an even greater need to check that all dangers have been removed.

Are the rules clear?

Every family has its own rules. These rules may change according to whether you are there or if children are on their own.

- Ensure your child knows your house rules and any additional rules that apply when they are at home alone. For example, are they allowed to invite friends to visit, make themselves a hot drink or swim in your pool when home alone? Can they use the internet or run a bath?
- Remind your children of all the rules that apply, explaining why they are important and the consequences that will result if they break them.

How long will the child be home alone?

Will you be away from home for a few minutes, an hour, a morning or a full day?

- Consider how long you may be away, your children's capabilities and how they feel about being left alone.





When the time is right

When you feel your children have reached the right age and maturity, you've checked the safety of your home and tested your child on the ground rules, start small and grow the responsibility.

However, leaving your child home alone should be your last choice not your first. If you are putting someone else in charge of your child, think carefully about who is responsible enough to handle every possible circumstance.

- Check the safety of your home before leaving your child alone.
- Test your child on the ground rules and what to do in case of any trouble.
- Phone regularly to check on your child.
- If putting someone else in charge of your child, think carefully about who is responsible enough. Make sure the carer looking after your child can handle any emergency and knows where to get help.
- Check your child feels safe.

Most importantly, ensure your child feels comfortable being home alone and return home when you say you will.

Who are you leaving at home and who will be in charge?

If you are leaving older and younger children at home, is it reasonable to expect the older children to take responsibility for their younger siblings? An older child's lack of experience may make it difficult for them to safely and calmly care for the younger ones.

- If you do leave an older child in charge, make sure he or she is capable of handling any disagreements and enforcing the rules.
- Make sure the child knows what to do in an emergency and what to do if the other children become unwell.

Things your child should know

Before leaving your child alone, write down and explain:

- where you are going and when you'll be back
- how to get in contact with you
- your home telephone number and home address (explain that the police, fire and ambulance service will need to know where to go if contacted).

Talk to your child about:

- how to use the telephone, including how to dial 000 in an emergency
- where to find the telephone numbers of trusted friends or relatives
- what to do if the telephone rings
- what to do if someone knocks on the door
- what to do in case of fire
- how to use deadlocks
- how to judge if another child is unwell and needs help
- where to find the first aid kit and how to use it
- the family rules.

More information

The Queensland Government provides families with up-to-date information about approved early childhood education and care services in their local area, and has parent tip sheets on a range of topics.

To access the latest information or to find an early childhood education and care service call 13 QGOV* (13 74 68) or visit www.earlychildhood.qld.gov.au.

For service ratings visit the MyChild website at www.mychild.gov.au or the Australian Children's Education and Care Quality Authority (ACECQA) website at www.acecqa.gov.au.

Other languages

If you need an interpreter, phone 13 QGOV (13 74 68).

Assistance making a call

If you are deaf or have a hearing or speech impairment:

- TTY users phone 133 677*, then ask for 13 74 68*.
- Speak-and-listen users should phone 1300 555 727*, then ask for 13 74 68*.
- Internet relay users should connect to the National Relay Service at www.iprelay.com.au/call/index.aspx then ask for 13 74 68*.

Acknowledgement

The information in this publication was sourced from the Raising Children Network at www.raisingchildren.net.au

Disclaimer

This publication is offered as a guide and should not be considered an exhaustive statement on the subject.

*Calls from mobile phones are charged at applicable rates.

Date of Development/review	Date Ratified	Date to be Reviewed
31/8/18	20/5/19	26/2/20

2.23 Interactions and Relationships 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, and be based on fairness, acceptance, empathy and respect for of the child's culture, rights and community. The rights of the child will be paramount when interacting and building relationships. 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;
- United Nations Convention on the Rights of the Child;
- NQS Area:1.1; 4.2; 5.1; 5.2; 7.3;
- 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 effective communication.

The Coordinator shall:

- guide Educator professional development and practice to promote interactions with children that are positive and respectful;

- establish practice guidelines that ensure interactions with children are given priority and those interactions are authentic, just and inclusive irrespective of difference; and
- encourage positive interactions which lead to supportive, trusting and respectful relationships.

Educators, volunteers and other staff will:

- respond sensitively and appropriately to children's efforts to communicate, and to 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 on one and small group conversations with Educators;
- support play by responding to 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;
- provide support so that meal times are relaxed and comfortable 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, when appropriate, in ways that promote consideration, alternative perspectives and social inclusion;
- listen attentively giving full attention to children as they engage in interactions and conversation; and
- 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 development and maturity and impact of the event on individuals around them. A child may react in unexpected ways. They may act "normally" at first however, Educators must be alert to 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 and think they may be to blame in a tragic event;
- talking about the event with those affected (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; and
- talking to the children about how individuals react to stressful or traumatic situations and that the feelings they have are important and valid.

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

Date of Development/review	Date Ratified	Date to be Reviewed
11/9/18	20/5/19	26/2/20

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; 1.2; 3.3; 5.1; 5.2;
- 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.

Date of Development/review	Date Ratified	Date to be Reviewed
5/11/18	No change 20/5/19	26/2/20

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; 1.2; 2.2; 2.3; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2; 7.1; 7.2; 7.3;
- 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: Framework for School Age Care in Australia, 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))

Date of Development/review	Date Ratified	Date to be Reviewed
5/11/18	20/5/19	26/2/20

POLICY GROUP THREE: Program

3.1 Educational Program Design and Implementation

Using an approved learning framework, My Time, Our Place: Framework for School Age Care in Australia, the appointed Educational Leader of a SAC Service, in consultation and collaboration with educators, children and families, plans, designs and delivers programs that cater to the diversity of children's ages, 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 in Australia;
- NQS Area: 1.1, 1.2; 2.1, 2.2; 3.1, 3.2, 3.3; 4.1; 5.1, 5.2; 6.1, 6.2, 6.3; 7.1, 7.2.
- Policies: 2.11 – Including Children with Special/Additional Needs, 3.3 – Educators Practice, 3.7 – Physical Activity, 3.9 Creative and Expressive Arts, 8.1 – Role and Expectations of Educators, 8.2 – Educational Leader.

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 key stakeholders including children, families and colleagues.

The Educational Leader shall support and guide staff in the planning, evaluation, 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, play 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, culture, 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 age, 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;
- provides appropriate opportunities for children to broaden their understanding of the world in which they live by reflecting the 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; and
- applies the principle of equal opportunity to the 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 and emerging 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 long-term projects.

Definitions

Program; In the school age care setting 'all the interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children's wellbeing, development and learning.'

References

Australian Government (2010) My Time, Our Place – Framework for School Age Care in Australia

Australian Government (2011) My Time, Our Place – Educator Guide

Date of Development/review	Date Ratified	Date to be Reviewed
6/8/18	20/5/19	30/5/20

3.2 Program 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 in Australia;
- Privacy Act 1988 and Regulations 2013;
- NQS Area: 1; 2.1; 2.2; 2.3; 3; 4.2; 5.1; 5.2; 6.1; 6.2; 6.3; 7.1; 7.2; 7.3.
- Policies: 2.13 – Use of Photographic and Video Images of Children, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 3.10 – Observational Recording, 8.1 – Role and Expectations of Educators, 8.2 – Educational Leader, 9.3 – Communication with Families.

Procedures

The Service will implement a cycle of program planning which incorporates contemporary knowledge and practice wisdom.

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, enrolment forms and/or other effective means.

Through regular team meetings, the Co-ordinator/Educational Leader, Educators and other staff will draw on the diverse knowledge, views and experiences of each other when reviewing the

experiences planned 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) observations, experience evaluations and learning stories, to ensure the identified learning outcomes for each child are promoted. 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. Documented experiences will be collated and displayed for families and children.

Children's comments, suggestions and feedback are recorded in the children's meeting/suggestion forms (book), which is 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/Educational Leader will, on a regular basis at team meetings:

- seek verbal comments from Educators in respect to the effectiveness of the program and practice as it aligns with the Principles, Practice and Outcomes of My Time, Our Place: Framework for School Age Care in Australia and the Service statement of philosophy, and to achieve the program goals; and
- 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 written evaluations and reflections of educators, reflect on and evaluate the planned and spontaneous experiences to ensure the identified goals and learning outcomes were achieved. These evaluations will inform future programming decisions in collaboration with all Educators and children.

The Co-ordinator/Educational Leader and Educators will, through an ongoing process of self-evaluation, monitor, evaluate and review the program delivery in line with the National Quality Standard 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/Educational Leader will regularly report in writing to the Approved Provider 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.

Resources

Australian Government (2010) My Time, Our Place – Framework for School Age Care in Australia

Australian Government (2011) My Time, Our Place – Educator Guide

Date of Development/review	Date Ratified	Date to be Reviewed
24/9/18	20/5/19	30/5/20

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 in Australia. 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 in Australia;
- NQS Area: 1; 2; 3; 4; 5; 6.1; 6.2; 6.3; 7.1; 7.2; 7.3.

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 in Australia 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.

Date of Development/review	Date Ratified	Date to be Reviewed
5/11/18	20/5/19	30/5/20

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; 2.3; 3.1; 4.1; 5.1; 5.2; 6.2; 6.3; 7.3;

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.

Date of Development/review	Date Ratified	Date to be Reviewed
5/11/18	No change 20/5/19	30/5/20

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. Risk assessments will be conducted with all safety precautions identified and maintained, and parent permission 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 in Australia*
- *Duty of Care;*
- *NQS Area: 1.1; 1.2; 2.1; 2.3; 4.1; 6.1; 7.1; 7.2; 7.3.*

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 – A risk assessment must be conducted

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).

Authorisation from parent or other, with authorisation as per enrolment form, to take the child outside of the service will be gained.

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 medications and forms, and medical management plans;
- 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.

Date of Development/review	Date Ratified	Date to be Reviewed
6/8/18	20/5/19	30/5/20

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; 2.3; 4.1; 7.3.

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 vehicle 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.

Date of Development/review	Date Ratified	Date to be Reviewed
5/11/18	No change 20/5/19	30/5/20

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; 1.2; 2.1; 2.2; 2.3; 3.1; 3.2; 4.1; 5.1; 5.2; 6.2; 6.3; 7.1; 7.2; 7.3.

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.

Date of Development/review	Date Ratified	Date to be Reviewed
5/11/18	No change 20/5/19	30/5/20

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; 1.2; 2.3; 4.1; 6.1; 6.2; 6.3; 7.3;

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 Approved Provider following procedures set out in the Service Complaints Handling Policy (see Policy 9.5).

Date of Development/review	Date Ratified	Date to be Reviewed
5/11/18	No change 20/5/19	30/5/20

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 in Australia
- NQS Area: 1.1; 1.2; 2.3; 3; 4; 4.2; 6.3; 7.1; 7.2; 7.3..
- 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.

Date of Development/review	Date Ratified	Date to be Reviewed
5/11/18	No change 20/5/19	30/5/20

3.10 Ethical Observations and Documentation

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. Other documentation about children is needed to record health and wellbeing matters.

The service supports ethical decision making when observing and documenting information about children. The procedures for ethical decision making in this regard are described in 3.10.1.

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
- Privacy Act 1988 and Regulations 2013;
- NQS Area: 1.1; 1.2; 2.2; 2.3; 3.2; 3.3; 4.2; 5.2; 6.3; 7.1; 7.2; 7.3;
- Policies: 2.1 – Respect for Children, 2.5 – Reporting of Child Abuse, 2.6 – Behaviour Support and Management, 2.10 – Reporting Guidelines and Directions for Handling Disclosure and Suspicions of Harm, 2.11 – Including Children with Special/Additional Needs, 2.13 – Use of Photographic and Video Images of Children, 3.1 – Educational Program Planning, 3.2 – Program and Documentation Evaluation, 8.1 – Role and Expectation of Educators.

Procedures

The Service shall draw upon the My Time, Our Place: Framework for School Age Care in Australia 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:

- diary entries;
- Anecdotal records;
- photographs;
- journals
- learning stories;
- programming notes and plans;
- child wellbeing forms; and
- evaluation forms.

Educators may be required to complete observations/documentation regarding specific children's needs, particularly in relation to children with 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 outcomes and/or goals are met.

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

Educators will be guided by ethical standards for observing and documenting children's participation and engagement in OSHC (see 3.10.1).

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.

Date of Development/review	Date Ratified	Date to be Reviewed
3/9/18	20/5/19	30/5/20

3.10.1 Ethical Standards for Documented Observations

Honesty

Strive for honesty in all documented observations. Honestly present data, results, methods and procedures, and publication status. Do not fabricate, falsify, or misrepresent information. Do not deceive colleagues, authorities, families, children or the public.

Objectivity

Strive to avoid bias in collecting, organising, synthesising or analysing where objectivity is expected or required. Avoid or minimise bias or self-deception.

Integrity

Keep your promises and agreements; act with sincerity; strive for consistency of thought and action.

Carefulness

Avoid careless errors and negligence; carefully and critically examine your own work and the work of your peers. Keep good records of activities, such as data collection, program design, and correspondence.

Openness

Share data, results, ideas, tools, resources. Be open to feedback and new ideas.

Respect for Intellectual Property

Honour patents, copyrights, and other forms of intellectual property. Do not use unpublished data, methods, or results without permission. Give proper acknowledgement or credit for all contributions to research. Never plagiarise.

Confidentiality

Protect confidential communications, such as personnel records and child/family records.

Responsible Publication

Publish in order to share knowledge and information that may be genuinely helpful to others.

Responsible Mentoring

Help to educate, mentor, and guide others. Promote wellbeing and allow others to make their own decisions.

Respect for colleagues

Respect your colleagues and treat them fairly.

Social Responsibility

Strive to promote social good and prevent or mitigate social harms through research, public education, and advocacy.

Non-Discrimination

Avoid discrimination against colleagues, children or families on the basis of sex, race, ethnicity, or other factors not related to scientific competence and integrity.

Competence

Maintain and improve your own professional competence and expertise through lifelong education and learning; take steps to promote competence in the profession as a whole.

Legality

Know and obey relevant laws and institutional and governmental policies.

Human Subjects Protection

When conducting research concerning children and families, minimise harms and risks and maximise benefits; respect human dignity, privacy, and autonomy and take special precautions with vulnerable populations.

* Adapted from Shamoo A and Resnik D. 2015. [Responsible Conduct of Research, 3rd ed.](#) (New York: Oxford University Press).

Date of Development/review	Date Ratified	Date to be Reviewed
24/9/18	20/5/19	30/5/20

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; 4.1; 6.1; 6.2; 7.3;
- 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.

Date of Development/review	Date Ratified	Date to be Reviewed
5/11/18	No change 20/5/19	30/5/20

3.12 Environmental Responsibility

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 and Regulation 2008;
- NQS Area:1.1; 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

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

Educators 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.

Date of Development/review	Date Ratified	Date to be Reviewed
10/9/18	20/5/19	30/5/20

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;
- Family and Child Guardian Act 2014;
- Duty of care;
- NQS Area: 2.3; 4.1;
- Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.3 – Educator Ratios, 2.11 – 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 associated play activities;
- ensure clean drinking water is available at all times; and
- 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; and
- 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 accessible at the Service premises will be maintained at a 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 (3.13.1) of the venue and activity will be conducted to determine the required educator to child ratio. Consideration will also be given to the capacity of Educators to rescue children from water;
- parents/guardians must complete a 'Swimming Ability Form' (3.13.2) 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 be positioned both in and out of the water to allow them to directly and actively supervise any child accessing the water; and
- 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;

Services located on a site with a swimming pool

In addition to the above-mentioned points, the service will undertake the following if there is a swimming pool located within the school premises where the Service Approval has been obtained:

- Detail the terms of use of the swimming pool in the occupancy agreement negotiated with the school Principal;
- Manage authorisation's (permissions) to use the swimming pool as a **regular outing**.

Date Development/review of	Date Ratified	Date to be Reviewed
24/9/18	20/5/19	30/5/20

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 culturally diverse experiences within the Service's day to day program for children. Educators, children and families are encouraged to share relevant aspects of their culture thus 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;
- Family and Child Commission Act 2014;
- Qld Anti-Discrimination Act 1991
- NQS Area: 1.1; 5.1; 6.1; 6.2; 6.3; 7.3;
- 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 principles of social justice and demonstrate sensitivity and respect for cultural differences.

Coordinators, 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; and
- demonstrate principles of equity and anti-bias through their own behaviour and interactions with others.

Coordinators and 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 (3.14.1) 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; and
- other aspects as seen relevant to promoting respectful partnerships between the Service and the Aboriginal Torres Strait Islander community.

Date Development/review	of	Date Ratified	Date	to	be
			Reviewed		
10/9/18		20/5/19			30/5/20

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; 1.2; 2.1; 2.2; 2.3; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2; 6.1; 6.2; 7.3;
- 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.

Date Development/review	of	Date Ratified	Date	to	be
			Reviewed		
5/11/18		20/5/19 No change	30/5/20		

POLICY GROUP FOUR:

Health and Wellbeing

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; 2.2; 2.3; 3.1; 3.2; 4.1; 6.1; 6.2; 6.3; 7.1; 7.3.

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.

Date of Development/review	Date Ratified	Date to be Reviewed
5/11/18	No change 20/5/19	30/8/20

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)

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 (NHMRC) 'Staying Healthy in Childcare' 5th edition;
- National Quality Standard 2.1 Each child's health and physical activity is supported and promoted
- 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 Co-ordinator will ensure they keep up to date with information on infectious diseases within the community through accessing the Commonwealth Government Department of Health (see www.health.gov.au) and Queensland Health (www.health.qld.gov.au). The current NHMRC resource 'Staying Healthy in Childcare' will be referred to when making decisions in regards to communicable diseases and/or exclusion periods. Fact sheets may also be accessed through the Queensland Health website <http://conditions.health.qld.gov.au/HealthConditions>.

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 to report this to parents of other children in this Service as appropriate, having regard to the privacy of individuals concerned.

A notice of an occurrence of an infectious disease will be displayed for families at the service.

The Coordinator will notify the Approved Provider in writing when a 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, date, and time the record was made and any action taken (see 4.5.2). 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)).

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 unless and until they are no longer suffering from the infectious disease; and
- if a duly qualified and registered medical practitioner diagnoses an infectious disease, the child/educator shall be excluded for the recommended period (as per NHMRC guidelines).

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

IMMUNISATION

All children must meet the Australian Federal Governments immunisation requirements, or have a valid exemption for the family to be eligible for Child Care Subsidy (CCS).

Parents will be asked to verify their child's immunisation status.

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).

Date of Development/review	Date Ratified	Date to be Reviewed
15/10/18	20/5/19	30/8/20

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; 2.2; 4.2; 7.1; 7.3.

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 will be performed in the first instance with soap and running water, and if soap and water is not available a hand rub will be used.

Soap and Water

Educators will wash their hands, and ensure that children wash their hands, thoroughly with soap and water, and single use paper towel/hand dryer:

- 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);
- after coughing, sneezing or blowing their nose:

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 will be directed to clean their hands with soap and water (when and where possible), 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.

Educators will endeavor to observe children's practices when performing hand hygiene providing verbal reminders of effective procedures to follow.

Date of Development/review	Date Ratified	Date to be Reviewed
6/8/18	20/5/19	30/8/20

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; 3.1; 7.1; 7.3;
- 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.

Date Development/review of	Date Ratified	Date to be Reviewed
5/11/18	20/5/19 No change	30/8/20

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. The rights and responsibilities of parents with respect to injuries, 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; 2.3; 4.2; 6.1; 6.2; 7.1; 7.2; 7.3;
- 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. adhesive dressing).

Serious Incident: As it occurred while a child is being educated and cared for at the service, is defined as (National Regulation 12):

- The death of a child while being educated and cared for at the service or following an incident while the child was being educated and cared for at the service;
- A serious injury or trauma requiring urgent treatment from medical practitioner or hospitalisation (or should have attended hospital);
- A serious illness where the child attended or should have attended a hospital (e.g. asthma, seizure, anaphylaxis);
- A child appears to be missing or cannot be accounted for;
- A child appears to have been taken or removed from the premises by someone not authorised to do this;
- A child is mistakenly locked in or out of the service premises; and/or
- Any emergency which emergency services attended (does not mean an incident where emergency services attended as a precaution).

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 and/or 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 management plans surrounding conditions such as anaphylaxis, asthma, diabetes, epilepsy or any other medical condition. 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 delegate 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, and that items stored in the first aid kit are within the identified use by date (where applicable);
- a recognised and current first-aid manual;
- a cold pack and/or 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 (see Flowchart 4.5.2)

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;
- minor head injuries will be reported to the Coordinator, monitored for safety and recorded on the relevant form. Parents/guardians may be contacted at the Coordinators discretion;
- significant 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 Person in Charge, 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 Person in Charge, will contact the parents/guardians to collect their child as soon as possible; and
- 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:

- in the case of a child requiring emergency medication (Epipen, Ventolin etc), steps as per individual medical management plans will be immediately followed.
- the Co-ordinator, or Person in Charge 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 first aid 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, injury, trauma or illness report (see 4.5.1 and 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 and age;
- date and time of incident, injury/trauma or apparent onset of illness;
- circumstances leading to the incident, injury or trauma, or circumstances surrounding a child becoming ill and any apparent symptoms;
- details of any incident in relation to a child, injury received or trauma to which the child has been subjected;
- details of action taken or treatment given in relation to any incident, injury, trauma or illness (e.g. medications administered, medical personnel contacted);
- details of persons who witnessed the incident, injury or trauma;
- the time and date that the Service notified or attempted to notify the parents/guardians;
- Name and signature of the person making the record and the time and date of the record; and
- parent's signature confirming knowledge of incident, injury, trauma or illness.

The information contained in the incident, injury, trauma or illness 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. ice-pack/adhesive strips), 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 and date;
- the reason for the first aid to be administered and where on the child it was applied; and
- Educator's name and 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 Nominated Supervisor/Co-ordinator acting on behalf of the Approved Provider, under section 174 (4) of the Education and Care Services National Law Act 2010 will notify the Regulatory Authority of a serious incident or emergency (refer to definition outlined above) via the National Quality Agenda IT System (NQA IT System).

References

<http://files.acecqa.gov.au/files/NQF/KeyChangesNotificationComplaints.pdf> accessed 26 Oct 2017

Date of Development/review	Date Ratified	Date to be Reviewed
25/9/18	20/5/19	30/8/20

4.5.1 Incident Management Flow Chart



Serious (See ACECQA S101 for defined types)	Moderate Moderate injury or harm	Minor Minor injury or harm Near Miss Minor concern, promptly remedied	No injury or harm Not likely to cause concern
Refer to relevant service policy and procedure -Apply first aid	Refer to relevant service policy and procedure -Apply first aid	Refer to relevant service policy and procedure -Assess requirement for first aid -Apply as necessary	Refer to relevant service policy and procedure -Assess requirement for first aid
Immediately to: Parent/Caregiver Nominated Supervisor Approved Provider Regulatory Authority (Complete relevant service documentation and S101)	Immediately to: Nominated Supervisor and/or Responsible Person in Charge Parent/Caregiver Approved Provider Regulatory Authority (if medical assistance is sought or ought reasonably to have been sought) (Complete relevant documentation)	As soon as practical to: Nominated Supervisor and/or Responsible Person in Charge Parent/Caregiver Approved Provider (Entry in minor incident book)	As soon as practical to: Nominated Supervisor and/or Responsible Person in Charge Parent/Caregiver Approved Provider (Entry in minor incident book)
Immediately with those involved in the incident and then the team as appropriate and within a reasonable time	As soon as possible with those involved in the incident and then the team as appropriate and within a reasonable time	As soon as possible with those involved in the incident and then at the next team meeting	Debrief and discuss as necessary
Reflect on the steps taken above and identify aspects that were effective and also where opportunities for improvement have been identified	Reflect on the steps taken above and identify aspects that were effective and also where opportunities for improvement have been identified	Reflect on the steps taken above and identify aspects that were effective and also where opportunities for improvement have been identified	Reflect on probability for the incident to escalate and identify strategies to prevent further escalation or repeated occurrence
Take immediate action to improve areas identified and make records of those actions on the service's improvement plan	Take action to improve areas identified and make records of those actions on the service's improvement plan	Take action to improve areas identified and make records of those actions on the service's improvement plan	Take action to improve areas identified and make records of those actions on the service's improvement plan

Date Development/review of	Date Ratified	Date to be Reviewed
10/9/18	20/5/19	30/8/20

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 and expiry date. Working collaboratively with families, and with the parent's written authorisation, children will be enabled to self-administer medications.

The Service will follow all legislative requirements in the instances of administration of prescribed medicinal cannabis to a child 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;*
- *Public Health (Medicinal Cannabis) Act 2016 and Regulation 2017;*
- *Duty of Care;*
- *NQS Area: 2.1; 2.3; 4.2; 6.1; 6.2; 6.3; 7.1; 7.3;*
- *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/guardians to advise the Service of particular health needs, including medication, for their children.

Parents/guardians 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 will only be permitted to administer medication to a child 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 is within the expiry date period; and

- accompanied by a Medication Authority and Administering form (see 4.6.1) (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.

All medication will be administered by the Co-ordinator (or an educator nominated by the Co-ordinator who is duly qualified in first aid) and witnessed by another Educator. Administration of medication will be recorded in a Medication Administration Register (see 4.6.1) (Appendix 9). The Co-ordinator, and an Educator as the witness, must fill out and sign the register with the parent signing acknowledgement on collection of the child.

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.

Individual Medical 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.

Children self-administering medication

The Service permits children over preschool age to self-administer medication, 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. The Medical Conditions Risk Management plan if appropriate, and the location of the child's medication for self-administration must 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 procedures.

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."

Administering Medicinal Cannabis

Medicinal cannabis as prescribed by a medical specialist, or general practitioner in consultation with a medical specialist, may be administered by staff members to a child attending the service following authorisation in writing from the Approved Provider.

For a child attending the service who has been prescribed medicinal cannabis a **Medicinal Cannabis Management Plan**

(www.health.qld.gov.au/_data/assets/pdf_file/0021/640263/notification-management-plan.pdf) must be in place and include:

- Details of safe storage
- Details of administration
- Risk assessment for holding and administering medicinal cannabis and how these risks will be managed

Additionally, the Medication Authority and Administering Form (see 4.6.1) will be completed by the parent/authorised nominee.

The medicinal cannabis as prescribed for administration to a child must be stored in a locked storage receptacle so as not to be in breach of National Regulation 82

Reference

<https://www.health.qld.gov.au/public-health/topics/medicinal-cannabis> accessed 14 Dec 2017

Date Development/review	of Date Ratified	Date to Reviewed be
10/9/18	20/5/19	30/8/20

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; 2.3; 3.1; 6.1; 6.2; 7.3;
- 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.

Date of Development/review	Date Ratified	Date to be Reviewed
5/11/18	20/5/19No change	30/8/20

4.7.1 Chicken Coop Cleaning and Maintenance

In recent times, many OSHC providers and schools are enriching their programs and embedding sustainable practices into their day to day work with children and families. One of these practices includes keeping chickens.

Services are encouraged to implement good health and hygiene practices when caring for and handling chickens at the service.

Cleaning the coop is an important health and hygiene control and services should implement safeguards to ensure the coop is maintained while protecting educator's health and wellbeing.

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; 2.3; 3.1.
- Policies: 4.1 – General Health and Safety, 4.3 – Hygiene, 4.4 – Preventative Health and Wellbeing, 6.2 – Provision of resources and Equipment, 6.3 - Work, Health and Safety.

Procedures

When cleaning the coop, consideration should be given to:

Personal Protective Equipment (PPE). This includes items such as a face mask, gloves and protective footwear (such as gum boots). Waterproof, protective clothing may also be a worthwhile investment, particularly if the staff member is not going to shower and change clothes immediately after the coop has been cleaned.

Staff taking responsibility for cleaning the coop should consider doing this in the absence of children. The bacteria in chicken faeces and feathers may be airborne and if inhaled can cause respiratory infection or illness. Taking care with cleaning and maintenance minimises the risk of any such hazards.

Coop cleaning process to be followed:

1. Shovel and scrape all of the manure, dirt, soiled bedding and feathers into a sturdy garbage bag for removal. It's important to be thorough in this step.
2. Use a hose with a firm spray to give the walls, floors, roosts, and nesting boxes a good spray down to remove the fine dust and soften any stuck-on manure or dirt.
3. Scrape, shovel and bag again. Do a final sweeping/scraping of any remaining, softened manure or dirt, then allow the water to drain or, sweep it out.

4. Use natural cleaning products to spray the coop. (The most basic option for cleaning your chicken coop is a mixture of white vinegar and water. Simply mix about 15ml of vinegar with water in a spray bottle). Spray on and lightly hose off.
5. Disposable PPE should be bagged for removal. Staff should thoroughly wash their hands after they have cleaned the coop.

Ongoing maintenance is important and a record should be made on the service's cleaning schedule of when the coop has been cleaned and by whom. Regular cleaning (weekly) is recommended for coops to ensure children's safety and wellbeing.

Guidelines for handling chickens

- Ensure that the children wash their hands prior to and after handling chickens;
- Consideration should be given to those with allergies to eggs and nuts as exposure can trigger an allergic reaction;
- Ensure that chickens have access to feed and fresh water throughout the day, and that their water is clean;
- Check on your flock daily to ensure they are all active and appear to be healthy. If you notice that your chickens do not appear to be bright and healthy, consult your veterinarian as soon as possible;
- Gather eggs from chicken nesting boxes daily. When collecting eggs, keep in mind the importance of refrigerating them promptly and storing them with the pointy side down. This will help to maximise freshness;
- After collecting eggs gently rub them under warm water to remove faeces or dirt; and
- When refrigerated, eggs can be easily kept fresh for two to three weeks. Mark your eggs lightly with a pencil to remind you of the date they were collected.

References

<http://www.backyardchickencoops.com.au> accessed 10 May 2016

Date of Development/Review	Date Ratified	Date to be Reviewed
29/9/17, 5/11/18	20/5/19	30/8/20

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, education and care 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 are 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; 2.1; 2.2; 2.3; 3.1; 4.2; 6.1; 6.2; 7.1; 7.3;
- 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 Approved Provider.

References: Cancer Council Queensland SunSmart Policy Guidelines – Early Childhood, http://www.cancerqld.org.au/icms_docs/54255_Early_Childhood_Settings_SunSmart_Policy_Guidelines_.pdf

Date of Development/review	Date Ratified	Date to be Reviewed
7/8/18	20/5/19	30/8/20

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; 2.1; 2.3; 4.1; 4.2; 5.2; 6.1; 6.3; 7.1; 7.3.

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 and that the dignity and rights of the child to privacy are maintained.

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.

Date of Development/review	Date Ratified	Date to be Reviewed
7/8/18	20/5/19	30/8/20

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; 2.1; 2.2; 2.3; 4.2; 6.1; 6.2; 7.1; 7.3;
- 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 cared 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 or Anapen accessible to educators.

All expiry dates of auto-injector devices accessible at the Service will be closely monitored. Parents will be notified immediately of an impending expiry date of these devices and provision to the service of an up to date device arranged.

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.

Date of Development/review	Date Ratified	Date to be Reviewed
7/8/18	20/5/19	30/8/20

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; 2.3; 4.2; 6.1; 6.2; 7.1; 7.3.

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.

Steps to follow in the event of a medical emergency will be clearly documented, displayed and rehearsed every 3 months.

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.

Date of Development/review	Date Ratified	Date to be Reviewed
7/8/18	20/5/19	30/8/20

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; 3.1; 7.1; 7.3.

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.

Date of Development/review	Date Ratified	Date to be Reviewed
5/11/18	20/5/19 No change	30/8/20

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; 4.2; 7.1; 7.3.

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.

Date of Development/review	Date Ratified	Date to be Reviewed
5/11/18	20/5/19 No change	30/8/20

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; 6.1; 7.3.

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:

Australian phase	Description
ALERT	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.
DELAY	Novel virus has not arrived in Australia. OS4 Small cluster of cases in one country overseas. OS5 Large cluster(s) of cases in only one or two countries overseas. OS6 Large cluster(s) of cases in more than two countries overseas.
CONTAIN	Pandemic virus has arrived in Australia causing small number of cases and/or small number of clusters.
SUSTAIN	Pandemic virus is established in Australia and spreading in the community.
CONTROL	Customised pandemic vaccine widely available and is beginning to bring the pandemic under control.
RECOVER	Pandemic controlled in Australia but further waves may occur if the virus drifts and/or is re-imported into Australia.
PROTECT	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

Date of Development/review	Date Ratified	Date to be Reviewed
5/11/18	20/5/19 No change	30/8/20

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; 2.2; 2.3; 4.2; 6.1; 6.2; 7.1; 7.3;
- 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 families of children identified with asthma, and the Educators at the Service, 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 the individual children who suffer from asthma and provided with training to recognise the relevant triggers, and to follow the risk minimisation strategies and specific management plans to manage the condition.

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.

Expiry dates of all puffers used will be closely monitored and replaced when expired.

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>

Date of Development/review	Date Ratified	Date to be Reviewed
7/8/18	20/5/19	30/8/20

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; 6.1; 7.1; 7.3.

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 23rd June 2011.

Date Development/review	of	Date Ratified	Date to be Reviewed
5/11/18		20/5/19 No change	30/8/20

4.17 Medical Conditions

The Service recognises the increasing prevalence of children attending school age care services who have been diagnosed with medical conditions including asthma, diabetes or at risk of anaphylaxis, 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, epilepsy, 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 receive the highest level of care and that 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;
- National Law Act 2010 and National Regulations 2011;
- Public Health (Medicinal Cannabis) Act 2016 and Regulation 2017;
- NQS Area: 1.1; 2.1;2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2; 6.1; 6.3; 7.2;7.3;
- 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 Compliance10.24 – Privacy.

Procedures

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

For children with long-term medical needs, the Service will minimize the risks associated with these specific health needs, allergies or other relevant medical conditions by:

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

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 train educators in appropriate procedures. 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 risk management plan and the location of the child's medication will be shared with all Educators and other staff members of the Service.

As it relates to the specific children, relevant medical condition information will be displayed in the following areas of the Service to ensure all practices and procedures are followed accordingly:

- The Service administration area – 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 procedures to follow 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.

Risk Minimisation Plan

A risk minimisation 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;
- If relevant, practices and procedures for the safe handling, preparation, consumption and serving of food are developed and implemented;
- the parent/guardian is notified of any known allergens that pose a risk to a child and strategies for minimising the risk is developed and implemented; and
- all Educators are able to identify the child, and know the location of the child's medical action plan and medication;

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.

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 minimisation 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 will communicate any changes to the medical action plan and risk minimization plan for their child.

Management of Medical Conditions

Children identified with asthma or anaphylaxis will be managed in accordance with the specific Asthma Management policy (see 4.15) and Anaphylaxis Management policy (see 4.10) of the service.

Children with other health care needs or relevant medical conditions will be managed in accordance with their individual medical action plan and risk minimisation 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 management plans, the Service will implement procedures 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; and/or
- vomiting.

Children with Type 1 diabetes may 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 documented in the child's management plan and that this is used in developing their individual risk minimisation 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" event the Service will:

- ensure a first aid trained Educator provides immediate first aid which will be outlined in the child's medical action plan and may include giving the child some quick acting and easily consumed carbohydrate;
- call an ambulance by dialing 000 if the child does not respond to the first aid and apply first aid as per instructions from the ambulance;

- contact the parent/guardian or the authorised person to be notified in the event of illness if the parent/guardian cannot be contacted.

Skin Rashes

Rashes are common in children which may be caused by a viral infection. It is important to be able to assess. When assessing a rash, educators should consider other signs and/or symptoms. 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.

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); and
- 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 the health of other children and educators. The parent/guardian will be called immediately.

All incidents of 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 to inform medical attention that may be sought.

The child will be isolated from other children and made comfortable until the parent/guardian is informed and has collected the child from the Service.

If educators are concerned about serious symptoms in conjunction with the rash (e.g. 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 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 the service.

Medical Conditions requiring administering of medicinal cannabis e.g. epilepsy.

Procedures will be followed as per Medications Policy 4.6 (refer subsection Administering Medicinal Cannabis)

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, responding to allergic reactions, basic first aid and adhering to 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/nqfmedicinalconditionsfactsept2013.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>

<https://www.health.qld.gov.au/public-health/topics/medicinal-cannabis> accessed 14 Dec 2017

Date of Development/review	Date Ratified	Date to be Reviewed
25/9/18	20/5/19	30/8/20

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; 4.2; 7.1; 7.3;
- 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.
- Digital thermometer

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 Band-Aid (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.

Date Development/review	of	Date Ratified	Date	to	be
			Reviewed		
7/8/18		20/5/19			30/8/20

4.18.1 Sample Medical Conditions Risk Minimisation Plan

Mayfield State School
Outside School Hours Care

TEMPLATE

Individual Medical Risk Minimisation Plan

Name of child:

Date of birth:

Specific medical need:

Allergen:

Individual Action Plan (signed by medical practitioner):

Medication:

Storage of medication:

Location of Individual Action Plan:

Location of Individual Risk Minimisation Plan: Individual Medical Needs folder

Parent/Guardian:

Name:

Phone:

Name:

Phone:

In case of emergency:

- Procedure on Individual Action Plan will be followed strictly by Educators
- Emergency services will be phoned (ambulance – 000)
- Parent/guardian will be phoned

Photo of Child

1

Date Development/review	of Date Ratified	Date to be Reviewed
7/8/18	20/5/19 No change	30/8/20

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;
- National Quality Standard, Quality Area 2 – Children's health and safety
- 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 may be requested to provide evidence of their child's immunisation history.

Information will be provided to families, including through the Service Family Handbook, about the potential impacts on 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 package;
- 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 (i.e. those children whose immunisation status is deemed 'not up to date') whose enrolments have been accepted (with or without conditions) will not be eligible for Child Care Subsidy (CCS).

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.

Date Development/review	of Date Ratified	Date Reviewed	to be
15/10/18	20/5/19	30/8/20	

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 CCS) 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

Date of Development/review	Date Ratified	Date to be Reviewed
5/11/18	20/5/19	30/8/20

4.20 Sleep and Rest

Mayfield State School P&C Association promotes the welfare and comfort for children being educated and cared for at its Service by providing opportunities for sleep and rest and with flexible arrangements around this provision. The age, developmental stage and the individual needs of each child will be highly regarded.

Relevant Laws and other Provisions

- Education and Care Services National Law Act 2010 and Regulations 2011
- Education and Care Services National Amendment Regulations 2017
- Duty of Care
- NQS Area: 1.1; 2.1, 2.3; 3.1, 3.2; 4.1; 6.1; 7.2, 7.3.
- Policies: 2.1 – Respect for Children, 2.6 – Behaviour Support and Management, 2.22 – Children's Participation and Decisions Making, 3.1 – Educational Program Planning, 4.1 – General Health and Safety, 4.4 – Preventative Health and Wellbeing, 9.2 – Enrolment.

Procedures

Opportunities for sleep, rest and relaxation will be provided following consultation with children and families and with consideration given to the child and family's sociocultural background, routines in place at home and personal preferences.

As part of the educational program, restful activities and downtime experiences will be offered throughout the session/day with children being supported by the Coordinator and Educators to make appropriate decisions regarding participation.

Physical spaces are thoughtfully configured and made available that provide children with downtime, restful and quiet experiences to access away from main activity areas.

Groupings of children are configured to minimise the risk of overcrowding and promote calming experiences and positive interactions.

Educators will be observant of children's needs supporting them to communicate their need for comfort, sleep and rest.

Flexibility will be demonstrated in the program with opportunities for children to engage in sleep, quiet and/or downtime experiences as needed.

References

<http://www.abc.net.au/news/2017-10-06/sleeping-at-preschool-why-policies-need-to-change/9015718> accessed 25 Oct 2107

Date of Development/review	Date Ratified	Date to be Reviewed
10/9/18	20/5/19	30/8/20

4.21 Supporting Mental Health and Wellbeing

The Service recognises the increasing complexity of mental health issues among our children, families and Educators. The Coordinator and Educators will work collaboratively with children and families to develop skills, attitudes and behaviours that promote long term mental health and wellbeing outcomes for the children who attend our OSHC 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
- NQS Area: 1.1, 1.2; 2.2, 2.3; 3.2; 4.1; 5.1, 5.2; 6.1, 6.2, 6.3; 7.2.
- Policies: 2.1 – Respect for Children, 2.6 – Behaviour Support and Management, 2.22 – Children's Participation and Decisions Making, 3.1 – Educational Program Planning, 4.1 – General Health and Safety, 4.4 – Preventative Health and Wellbeing, 4.20 Sleep and Rest Policy. 9.2 – Enrolment

Procedures

Management, Coordinators and Educators shall be committed to providing a Service, which acknowledges the importance of good mental health and wellbeing.

An inclusive physical and social environment will be provided that promotes fun, enjoyment and learning through play.

Educators will actively develop and form healthy and secure relationships with individual children and families by engaging in meaningful conversations with them and displaying genuine interest in their welfare.

Gain understanding of the child's interests, ideas, abilities, background and culture and draw on these when designing, planning and implementing the program.

Monitor and evaluate the mental health and wellbeing of children and colleagues providing sensitive and ethical support as needed.

At team meetings share information about the needs of children and families and reflect on appropriate practice for support.

Children will be encouraged to express and manage their emotions, thoughts and behaviour, and to interact appropriately with peers and others.

Provide opportunities for children to express their opinions on matters that affect them, to make choices and to work collaboratively with others.

Promote for each child a sense of self-worth, confidence, dignity and belonging to the group.

Actively acknowledge children's strengths, efforts and achievements

Respond to and assist children when they are experiencing difficulties or challenges, to solve problems and to experience success.

Provide children with downtime, restful experiences.

Consult with families and access professional support, training and advice in instances where children are observed to be struggling and additional support is needed.

Raise awareness of mental health issues with children, families and staff through conversation and thoughtful and sensitively presented displays and promotions.

Reference

Hunter Institute of Mental Health (2014) Connections – A resource for early childhood educators about children's wellbeing. Canberra ACT: Australian Government Department of Education

Date Development/review	Date Ratified	Date to be Reviewed
25/9/18	20/5/19	30/8/20

POLICY GROUP FIVE:

Food and Nutrition

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; 2.2; 2.3; 3.1; 3.3; 4.2; 6.1; 7.1; 7.3;
- 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.

After opening, perishable items will be suitably covered and refrigerated, and non-perishable items will be stored in airtight containers in the food storage/pantry area. All items will be clearly labelled to include food items name and date stored and/or use by/expiry date.

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, stove/oven, microwave and pantry will be cleaned weekly. As part of the weekly refrigerator and pantry clean, food will be rotated according to their use-by date.

The 'use-by' dates of all foods for use at the Service will be carefully monitored. Foods noted with expired 'use-by' dates will be suitably disposed.

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.

Date Development/review of	Date Ratified	Date to be Reviewed
8/8/18	20/5/19	30/10/20

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);
- Physical Activity Nutrition Outside School Hours (PANOSH) (2012)
- 'My Time, Our Place' Framework for School Age Care;
- NQS Area: 1.1; 1.2; 2.1; 2.2; 2.3; 4.2; 6.1; 6.2; 6.3; 7.1; 7.2; 7.3.

Procedures

Development and review of Nutrition Policy

A detailed nutrition policy will be reviewed with opportunities for consultation with families, Educators and the Approved Provider.

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 ensuring that food provided is varied and encompass the main all food groups as per the Australian Dietary Guidelines. Families, children and Educators are encouraged to contribute ideas for the menu. For all foods provided by the Service to the children, e.g. breakfast, afternoon tea and/or additional foods provided during vacation care and/or as part of cooking activities, a weekly menu will be displayed which accurately describes the foods to be provided.

Foods provided to the children during vacation care will be decided upon following consultation with management and families of the Service.

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 (e.g.: 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.

Date of Development/review	Date Ratified	Date to be Reviewed
8/8/18	20/5/19	30/10/20

5.3 Food Act (2006) Compliance

Under the Food Act (2006), certain food businesses must be licensed by the local government where the food business is located. Outside school hours care (OSHC) providers that supply food (regardless of whether the food is included in an overall fee or charged separately) are considered to be a food business and may be required to hold a licence.

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;
- Food Regulation 2016;

- Local Government Authority;
- Australian and New Zealand Food Standards – chapter 3 Food Safety Standards (Australia only);
- NQS Area: 2.1; 2.2; 3.1; 7.1;
- Policies: 4.3 – Hygiene, 5.1 – Food Handling and Storage, 5.2 – Food and Nutrition.

Procedures

These procedures have been developed to reflect Qld Health Food and Nutrition – August 2015

<https://publications.qld.gov.au/dataset/food-business-licensing-information-for-businesses/resource/b4ff2565-b992-4287-919d-6b64f37ebbab>

OSHC operated by the State or a government owned corporation

The Act does not bind the State or a government owned corporation, which means that these OSHC providers do not require a license under the Act. However, requirements consistent with the Act still apply.

OSHC operated by non-profit organisations

Under the Act, a non-profit organisation is defined as an organisation that is not carried on for the profit or gain of its individual members, and is engaged in activities for a charitable, cultural, educational, political, social welfare, sporting or recreational purpose.

Licensable

A non-profit organisation that involves the sale, on at least 12 days each financial year, of meals prepared by the organisation at a particular place is a licensable food business.

A meal means food that is, or is intended to be, eaten by a person sitting at a table, or a fixed structure used as a table, with cutlery, and is of adequate substance as to be ordinarily accepted as a meal. It is important to note that even if the food business does not provide tables and chairs, the food served may still be considered a meal. Food that is *ordinarily* accepted to be eaten with cutlery at a table constitutes a meal.

Not licensable

A non-profit organisation is not a licensable food business if:

- the meals consist only of fruit, cereal, toast, or similar food;
- the meals are prepared as part of an educational or training activity conducted by the organisation involving food preparation, hospitality or catering;
- the meals are pre-prepared by an entity other than the non-profit organisation and are stored and heated or otherwise prepared by the organisation in accordance with directions of the meal's manufacturer; and/or
- it provides only:
 - whole fruit or vegetables;
 - drinks such as cordial, milk or juice;

- chips, nuts or dried fruit; or
- biscuits, slices or cakes that are not potentially hazardous (i.e. they do not contain fresh custard or cream and are shelf stable e.g. carrot cake, Anzac biscuits, blueberry muffins).

OSHC operated by a private business

Under the Act, an entity other than a non-profit organisation that sells unpackaged food by retail is a licensable food business. Retail means selling directly to the consumer (the parents/students). This means that OSHC operated by a private business that supplies unpackaged food requires a license (regardless of whether the food is included in an overall fee or charged separately).

However, a private business providing food as part of OSHC is not a licensable food business if it provides only: whole fruit or vegetables; drinks such as cordial, milk, milo or juice; chips, nuts or dried fruit; or biscuits, slices or cakes that are not potentially hazardous (i.e. they do not contain fresh custard or cream and are shelf stable e.g. carrot cake, anzac biscuits, blueberry muffins).

The remaining three exemptions that apply to non-profit organisations (listed in the previous section) do not apply to privately run food businesses.

When finalising a menu, OSHC providers should also consider any healthy eating or similar requirements that may apply to their operations.

The Coordinator (or other appropriately delegated senior Educator) shall develop and implement a food safety program to comply with the Act as per policy 5.4 Food Safety Program.

Date of Development/review	Date Ratified	Date to be Reviewed
10/9/18	20/5/19	30/10/20

5.3.1 Food Licensing- Outside School Care

Queensland Health

Licensing requirements for outside school hours care

Food Act 2006

Do I need a licence?

Under the Act, certain food businesses must be licensed by the local government where the food business is located. Outside school hours care (OSHC) providers that supply food (regardless of whether the food is included in an overall fee or charged separately) are considered to be a food business and may be required to hold a licence.

OSHC operated by the State or a government owned corporation

The Act does not bind the State or a government owned corporation, which means that these OSHC providers do not require a licence under the Act. However, requirements consistent with the Act still apply and you should contact your relevant state department for further information.

OSHC operated by non-profit organisations

Under the Act, a non-profit organisation is defined as an organisation that is not carried on for the profit or gain of its individual members, and is engaged in activities for a charitable, cultural, educational, political, social welfare, sporting or recreational purpose. Non-profit organisations may include parents and citizens associations, church groups or aid organisations.

Licensable

A non-profit organisation that involves the sale, on at least 12 days each financial year, of meals prepared by the organisation at a particular place is a licensable food business.

A meal means food that is, or is intended to be, eaten by a person sitting at a table, or a fixed structure used as a table, with cutlery, and is of adequate substance as to be ordinarily accepted as a meal. It is important to note that even if the food business does not provide tables and chairs, the food served may still be considered a meal. Food that is *ordinarily* accepted to be eaten with cutlery at a table constitutes a meal.

Not licensable

A non-profit organisation is not a licensable food business if:

- the meals consist only of fruit, cereal, toast, or similar food
- the meals are prepared as part of an educational or training activity conducted by the organisation involving food preparation, hospitality or catering
- the meals are pre-prepared by an entity other than the non-profit organisation and are stored and heated or otherwise prepared by the organisation in accordance with directions of the meal's manufacturer
- it provides only:
 - whole fruit or vegetables;
 - drinks such as cordial, milk or juice;
 - chips, nuts or dried fruit; or
 - biscuits, slices or cakes that are not potentially hazardous (i.e. they do not contain fresh custard or cream and are shelf stable e.g. carrot cake, Anzac biscuits, blueberry muffins).



Queensland
Government

When finalising a menu, OSHC providers should also consider any healthy eating or similar requirements that may apply to their operations.

Examples:

A non-profit OSHC provider regularly offers eggs on toast as a breakfast option.

A licence is required as this is considered a meal served on more than 12 occasions per year.

A non-profit OSHC provider offers only cereal and fruit for breakfast, and sandwiches, fruit muffins, cheese and crackers for afternoon tea.

No licence is required as sandwiches are not considered a meal and the other foods meet the exemptions.

A non-profit OSHC provider offers stir fried noodles or fried rice for afternoon tea during the cooler months of the year (around 20 occasions). The food is served in a bowl with a fork and the children eat with the bowl on their lap.

A licence is required as they are serving a meal on more than 12 occasions per year at a particular place.

A non-profit OSHC provider purchases ready made frozen meals such as lasagne from a commercial supplier and reheats the meals in accordance with the manufacturer's instructions. The meals are offered for afternoon tea and no breakfast is provided.

No licence is required as this activity meets the exemption.

A non-profit OSHC provider prepares and serves meat and salads (a meal) at a barbecue held at the end of each term (four times per year). No other meals are provided throughout the year.

No licence is required as they are not providing meals 12 times or more a year.

A non-profit OSHC provider runs an extra-curricular home economics educational program once a week where older students prepare a meal (e.g. risotto) for consumption by the students. No other meals are provided throughout the year.

No licence is required as this activity meets the exemption.

OSHC operated by a private business

Under the Act, an entity other than a non-profit organisation that sells unpackaged food by retail is a licensable food business. Retail means selling directly to the consumer (the parents/students). This means that OSHC operated by a private business that supplies unpackaged food requires a licence (regardless of whether the food is included in an overall fee or charged separately).

However, a private business providing food as part of OSHC is not a licensable food business if it provides only: whole fruit or vegetables; drinks such as cordial, milk, Milo or juice; chips, nuts or dried fruit; or biscuits, slices or cakes that are not potentially hazardous (i.e. they do not contain fresh custard or cream and are shelf stable e.g. carrot cake, Anzac biscuits, blueberry muffins).

The remaining three exemptions that apply to non-profit organisations (listed in the previous section) do not apply to privately run food businesses.

When finalising a menu, OSHC providers should also consider any healthy eating or similar requirements that may apply to their operations.

Examples:

A private OSHC provider offers eggs on toast, cereal and fruit for breakfast and fruit, cheese and crackers for afternoon tea.

A licence is required.

A private OSHC provider offers only whole fruit, fruit muffins, milk and Milo for afternoon tea and no breakfast is provided.

No licence is required.

A private OSHC provider offers cut fruit and vegetables, cereal, toast and muffins for breakfast.

A licence is required.

What do I need to do if I don't require a licence?

It is important to note that even though some OSHC providers do not require a food business licence, they are still required to comply with the Act and the food safety standards in chapter 3 of the Australia New Zealand Food Standards Code. Non-licensable OSHC providers may still be inspected by their local government, and are subject to the same offences and enforcement actions as licensable food businesses.

A State or government owned corporation providing OSHC should contact their relevant state department for advice on their food safety obligations.

Do I need a food safety supervisor?

Under the Act, all licensable food businesses are required to have at least one food safety supervisor. For further information on food safety supervisors, see Food Safety Fact Sheet 18 – *Food safety supervisors* located at www.health.qld.gov.au.

Do I need a food safety program?

Under the Act, certain licensable food businesses must have a food safety program accredited by their local government. There are significant penalties for not having an accredited food safety program.

Generally, OSHC providers are not required to have an accredited food safety program. The *Food Regulation 2006* excludes a school aged care service under the *Child Care Act 2002*, or an education and care service under the *Education and Care Services National Law (Queensland)* providing education and care primarily to children who attend school in the preparatory year or a higher year from food safety program requirements.

For further information on food safety programs and food businesses required to have accredited programs, see the Queensland Health fact sheet – *Food safety programs for vulnerable persons* located at www.health.qld.gov.au.

For further information

A State or government owned corporation providing OSHC should contact their relevant state department for advice on their food safety obligations.

If you have any further questions relating to whether an OSHC provider is a licensable food business or if the food safety program provisions apply, contact the local government for the area where the OSHC provider is located. Contact details can be found in the White Pages or at www.dilgo.qld.gov.au/local-government-directory.

Date of Development/review	Date Ratified	Date to be Reviewed
25/9/18	20/5/19	30/10/20

5.4 Food Safety Program

The Service acknowledges that a best practice approach to food handling, storage and hygiene must be maintained and that compliance with the Food Act (2006) can be ensured by the development and implementation of a food safety 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;
- Duty of Care;
- Food Act 2006;
- Food Regulation 2016;
- Australian and New Zealand Food Standards – Chapter 3 Food Safety Standards (Australia only)
- NQS Area: 2.1; 2.2; 3.1; 7.1, 7.2, 7.3;
- Policies: 4.3 – Hygiene, 5.1 – Food Handling and Storage, 5.2 – Food and Nutrition, 5.3 – Food Act Compliance.

Procedures

Where the Service is required to be licensed as a food business under the *Food Act 2006*, compliance shall be achieved through licensing the food business with the local government authority.

Where the Service is not required to be licensed as a food business under the *Food Act 2006*, compliance shall be achieved through self-assessment, including the development and implementation of a food safety program as guided by the resources available to child care Services from Queensland Health.

<https://publications.qld.gov.au/dataset/food-safety-programs-information-for-businesses/resource/d304734d-1f5b-4360-8b31-cdcae53c961f>

Supervisors and staff undertaking food handling at the Service will be required to have skills and knowledge of food safety including food handling. Food safety and food hygiene training will be provided through such means as external workshops, in-service workshops, induction, in-house training, and workplace documents displayed to feature food safety responsibilities and requirements in accordance with the service's food safety program.

The Service will conduct reviews of the food safety program on a regular basis as part of the Quality Improvement process.

Date of Development/review	Date Ratified	Date to be Reviewed
10/9/18	20/5/19	30/10/20

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;
- Australian and New Zealand Food Standards – Chapter 3 Food Safety Standards (Australia only)
- NQS Area: 2.1; 3.1; 4.2; 7.1; 7.2; 7.3;
- 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:

- Food preparation surfaces, utensils and eating equipment
- bathrooms, toilets, and basins;
- first Aid Waste Management, and;
- areas where bodily fluids have been spilt.

Educators will be trained in the cleaning and sanitising processes to be applied to food preparation surfaces i.e. benches and cutting boards:

- cleaning – applying soap and water to the surfaces to remove dirt and grime; and
- sanitising – applying food grade disinfecting agent to remove residual dirt and germs

The process for cleaning and sanitising food utensils will occur 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.

Reference: 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.

Date of Development/review	Date Ratified	Date to be Reviewed
8/8/18	20/5/19	30/10/20

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; 1.2; 2.1; 2.2; 2.3; 5.1; 5.2; 6.1; 6.2; 6.3; 7.1; 7.3;
- 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.

The Approved Provider/Nominated Supervisor will ensure the food and beverages they provide at the Service are healthy, balanced, varied, adequate, age appropriate and consistent with the Australian Dietary Guidelines and as far as reasonably possible, meets the needs of children with special dietary requirements.

The Service will ensure that children have access to safe drinking water at all times.

Service menus are planned on a regular basis, using a checklist (as provided in the PANOSH resource) is accessed 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.

Date of Development/review	Date Ratified	Date to be Reviewed
8/8/18	20/5/19	30/10/20

POLICY GROUP SIX: Provision and Safety of Facilities

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; 3.1; 3.2; 6.1; 6.3; 7.1; 7.2;
- Policies: 3.1 – Educational Program Planning, 3.7 – Physical Activity, 10.3 – Budgeting and Planning.

Procedures

The Approved Provider will ensure that the following are provided by the Service:

- indoor space of 3.25 m² 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 7m² 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;
- facilities that provide adequate and safe drinking water will be provided at all times
- 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 Nominated Supervisor, Co-ordinators, Educators and/or volunteers.

The Nominated Supervisor, Co-ordinator will, in conjunction with the Approved Provider, 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.

Date of Development/review	Date Ratified	Date to be Reviewed
16/4/19	20/5/19 No change	30/1/21

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; 1.2; 2.2; 3.1; 3.2; 3.3; 6.1; 7.3;
- 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.

Date of Development/review	Date Ratified	Date to be Reviewed
6/11/18	20/5/19 No change	30/1/21

6.2.1 OSHC Establishment Resource and Equipment List

GENERAL EQUIPMENT

Fire safety equipment
First aid kit
Lockable receptacle for medication
Tables
Chairs
Bookshelves
Craft cupboard
Resource storage
Foldaway sick bed
Soft furniture
Television
CD player

PARENT'S AREA

Sign in table

Display board
Parent resources/brochures/information
Pockets/pigeon holes
IPads/Tablets for sign in/out

OFFICE

Computer
Desk x 2
Desk chair/s
General stationary items (pens, paper, note pads, stapler etc.)
Lockable filing cabinet
Phone
Petty cash box
Whiteboard
Lockable storage cabinet
Bookshelves

KITCHEN

Fridge
Measuring cups
Saucepans
Tongs
Kettle
Plastic cups (enough for all children)
Plastic plates (enough for all children)
Food storage containers (sealed)
Cutlery/utensils
Cutting boards
Electric fry pan
Mixing bowls
Liquid soap
Paper Towels

OUTDOOR AREA

Assorted balls
Cricket set
Frisbees
Beanbags
Witches hats
Bats
Skipping ropes
Hoops
Gardening tools
Sand play

INDOOR GAMES/EQUIPMENT

Construction kits
Board games
Card games
Puzzles

Reading Books
DVDs, CDs
Technology (tablets, computers)
Science (magnifying glass, magnets)

ART AND CRAFT

Drawing paper
Construction paper/cardboard
Pencils, colouring pencils, felt pens
Sharpeners, erasers
Glue, tape
Paints
Collage items
Trolley
Recyclables (boxes, packets, cylinders)

DRAMATIC PLAY

Puppets
Musical instruments
Home corner (dolls, toys etc.)
Dress ups

Date of Development/review	Date Ratified	Date to be Reviewed
25/9/18	20/5/19	30/1/21

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; 2.3; 3.1; 3.2; 4.2; 7.1; 7.2; 7.3*;

- 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 clearly labelled as per manufacturer safety instructions in their original containers, kept out of reach of children and placed in a child proof storage facility;
- risk assessments will be conducted for all dangerous substances used at the service and all educators trained in their safe usage;
- 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 Approved Provider).

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 sharp's 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 Band-Aid;
- 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>

Date Development/review	Date Ratified	Date to be Reviewed
20/8/18	20/5/19	30/1/21

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; 3.1; 3.2; 7.1; 7.3;
- 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.

Date of Development/review	Date Ratified	Date to be Reviewed
6/11/18	20/5/19 No change	30/1/21

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; 3.1;
- 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>

Date Development/review	Date Ratified	Date to be Reviewed
6/11/18	20/5/19 No change	30/1/21

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; 7.1;
- 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

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.

Date of Development/review	Date Ratified	Date to be Reviewed
6/11/18	20/5/19 No change	30/1/21

6.7 Occupancy Agreement

The Service must obtain permission to occupy premises (if not owned by the Approved Provider) for the purpose of conducting a centre-based care service (OSHC) approved under the Education and Care Services National Law Act (2010) and Regulation (2011).

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)*
- *NQS Area: 7*
- *Policies: 6.1 – Space and Facilities Requirement, 6.4 – Shared Facilities*

Procedures

The Approved Provider will demonstrate a right to occupy premises for the provision of an approved centre-based service (service for school aged children).

The occupancy permit, lease or other agreement shall be in an appropriate format given the context of the relationship between the landlord and the occupant. For example, License to Occupy School for Provision of OSHC 6.7.1

The occupancy permit shall be reviewed regularly to ensure the obligations of both parties are being appropriately met and that the agreement is current and valid.

Date of Development/review	Date Ratified	Date of Review
6/11/18	20/5/19 No change	30/1/21

6.7.1 License to Occupy School for Provision of OSHC

Item 1. Name of School where Outside School Hours Care (OSHC) Service is located

(to be completed by the school)

Item 2. Address of School where OSHC Service is located

(to be completed by the school)

Item 3. Name of Licensor

State of Queensland (represented by the Department of Education and Training)

Item 4. Address of Licensor

Education House, 30 Mary Street, Brisbane QLD 4000

Item 5. Licensor Contact for Notices – The School (to be completed by the school)

Person/Position:		Address:	
Telephone:	Facsimile:	Email:	
Emergency Telephone:			

Item 6. Name of Licensee

Item 7. Address of Licensee

Item 8. Licensee Contact for Notices

Person/Position:		Address:	
Telephone:	Facsimile:	Email:	

Item 9. School Land Description (to be completed by the school)

Lot Number:	County of:	Parish of:	Title Reference:

Item 10. Commencement Date (to be completed by the school)

Item 11. Termination Date (to be completed by the school)

Item 12. Hire Charges (to be completed by the school)

Amount:	(GST Ex)	Payment Term/s: Quarterly	Method of Payment: EFT
Costs included in Hire Charge • Use of building and contents • Use of school grounds, multi-purpose court and play areas (see condition 14)			
Hire Charges will remain fixed for the initial 12 months and future Hire Charges may be renegotiated at that time.			

Item 13. Outgoings (to be completed by the school – refer Section 3, Specifications - 4.3)

Amount:	(GST Inc.)	Payment Term/s: Quarterly	Method of Payment: EFT
Costs included in Outgoings • Rates • Electricity • Water (where not separately metered) • Cost of consumables in school toilets • Mowing of OSHC grounds (as agreed) • Maintenance of facility • Initial pest control – School to ensure this is provided prior to commencement • Initial carpet cleaning – School to ensure this is provided prior to commencement Licensee is responsible for all other expenses including • Telephone • Cleaning and cleaning consumables • Ongoing Pest Control • Ongoing Carpet Cleaning • Internet • Insurances			
Outgoings will remain fixed for the initial 12 months and future Outgoings may be renegotiated at that time.			

Item 14. Description of Premises (including a map/plan) to be used by Licensee

Insert description of school facilities See the attached map (to be inserted) at Part 2 Should the school have a requirement to change or remove any of the facilities listed in Item 14 and the attached map, during the life of this agreement, the school is required to discuss and reach agreement with the Licensee on suitable alternative facilities.

Item 15. Permitted Use (to be completed by the school)

The Premises are permitted for use by the Licensor for the times specified in Item 16 <u>for the purpose of</u> the provision of care to children enrolled in the Outside School Hours Care service. The Licensor reserves the right to use, change or amend school facilities which may be utilised by the service due to operational necessity after consultation with the Licensee.

Item 16. Time/s of Use (to be completed by the school)

Period	Time
Morning	From: XXXX to XXXX
Afternoon	From: XXXX to XXXX
Student Free Day	From: XXXX to XXXX
Public Holidays (if applicable)	From: XXXX to XXXX
Vacation care	From: XXXX to XXXX

Item 17. Fees (inc GST) (to be completed by the school)

Service	Full Fee – No rebate	Part Time Fee – No rebate	Casual Fee – No Rebate
BSC			
ASC			
VC			
SFD			
PH			

Fees will remain fixed for a period of twelve (12) months from Commencement Date
Changes to Fees cannot be implemented until agreed in writing by the School Principal

No fees or charges other than those outlined in this Licence may be applied during the Term of the Licence Agreement without the express written approval of the School Principal.

Fees and charges remain fixed for twelve (12) months from the Commencement Date. The Licensee is required to submit any request for fee increases in writing eight (8) weeks before the intended implementation and the School Principal or his/her representative must agree to the increase in writing before the fee variation can be implemented. Such requests must include evidence to substantiate the basis of the proposed fee increase (e.g. CPI, increases in Labour award rates). Fee decreases can be implemented at any time, after notifying the School Principal of the intended decrease.

Other Fees Chargeable	Fee Amount
• Enrolment, Membership or Application fee (please indicate)	
• Late pick-up fee	
• Absence fee (no advice, or less than 48 hours advice)	
• Absence fee (advised at least 48 hours prior to service)	
• Casual booking fee	
• No hat fee	
• Any other fees/charges (expand table as required)	
Fee range for excursions.	
Fee range for incursions.	
Other Changes are to remain fixed for twelve (12) months from Commencement Date. Other fees cannot be implemented until agreed in writing by the School Principal.	
Financial Administration	Provide Details
• Payment Term	
• Payment Method	

Item 18. Licensor's Equipment to be used by Licensee (to be completed by the school)

The Licensor proposes to make available the following equipment:
<< insert a list School equipment that will be utilised by the service. >>

Item 19. Licensee's Equipment to be used by School

Item 20. Area available for storage use by Licensee (to be completed by the school)

The Licensor will make available:
<< insert a list School Storage areas that will be utilised by the service. >>

Item 21. Maintenance

The Licensee will submit:

- For the approval of the School Principal, within ten (10) Business Days of commencement of services, a proposed process for the reporting of facilities maintenance. This is to be in accordance with existing school processes.
- As outlined in Section 7 of the Conditions of the Licence Agreement, scheduled maintenance will be conducted by the Licensor however the Licensee will be responsible for any damage that occurs during the use of the Premises and such repair will be completed to the satisfaction of the Licensor. The Licensee is responsible for the repair or replacement of any property or equipment where such property requires repair or replacement due to the activities or use by the Licensee.
- The Licensee must immediately notify the Licensor of any damage to property or need of repair, whether resulting from the Licensee's activities or noticed during the activity but not resulting from the activities of the service.

Item 22. Complaint process



Item 23. Reporting (additional reports required need to be inserted by the school)

The Licensee will provide the following reports to the School Principal:

- A written report, prior to the commencement of services, detailing the name, qualifications together with a photocopy of the current positive notice issued by the Commissioner for Young People and Child Guardian (Blue Card) or receipt of application and contact details for all specified personnel;
- A written report, prior to the commencement of any new specified personnel, detailing the name and contact details of the alternate personnel together with a photocopy of the current positive notice issued by the Commissioner for Children and Young People and Child Guardian (Blue Card) for each new specified personnel or receipt of application;
- A monthly written report, within 15 Business Days of the end of the month, detailing:
 - usage levels and vacancies for the preceding month;
 - all complaints received in the reporting period, action taken to resolve complaints and the timeframe for resolution.
 - waiting lists.
 - reportable incidents
- Within ten (10) Business Days of receipt, any Formal Compliance Directive issued to the Service by the Regulatory Authority in respect of the Service conducted on the Licenced Premises.

The Licensee will submit:

- Prior to the commencement of services, a copy of the written policies and guidelines required by the applicable licence for conducting a service to the school Principal.

On an annual basis the Licensee will provide a copy of the following to the school Principal:

- Result of any National Quality Framework (NQF) Audits;
- Current Suitability Notices for all specified employees;
- Copies of any renewed Insurances (these should be supplied to the school within five (5) days of renewal;
- Licensee is required to report any instance where they have been penalised for a breach of or non-compliance with National Quality Framework requirements or if the Service has been assessed and rated as **Significant Improvement Required** under the National Quality Framework in the past 12 months. If the Licensee has been found guilty with a breach or non-compliance in the past 12 months, then Licensor reserves the right to terminate the Licence Agreement.

The Licensee is required to:

- Report to both the Licensor and the DETE Corporate Procurement Branch, within ten (10) Business Days of receipt, any Formal Compliance Directive issued to the service by the Regulatory Authority in respect of the Service conducted on the Licenced Premises. The Licensee is required to provide, to the DETE Corporate Procurement Branch, a quarterly report detailing all Formal Compliance Directives issued by the Regulatory Authority for any Services conducted by the Licensee in the State of Queensland as well as the outcomes of the formal compliance process.

Item 24. Key Performance Indicators

The following Key Performance Indicators (KPIs) will be used to monitor performance:

- **Complaints**
 - Complaints must be addressed within five (5) Business Days of notification of the complaint.
- **Payment of outgoings/hire charges**
 - All payments made within the timeframe as agreed within the Licence.
- **Reporting**
 - All reporting must be provided within the timeframes detailed in Item 23.
- **Customer Satisfaction**
 - Complaints received should not exceed 3% of families utilising the service per month.

Achievement of KPIs will be measured through the following metrics:

- complaints addressed outside of the timeframe should be less than 3% of the total number of complaints lodged in the reporting period (one calendar month).
- payments made by the dates in the Licence.
- all reporting must be accurate, submitted within the agreed timeframes and contain all details required.
- randomly selected customers are to be surveyed six monthly, by the school regarding customer satisfaction with respect to complaint resolution, service and support. The number of end users dissatisfied with services must be less than 3% of the end-users serviced by the Pre-qualified Provider in the reporting period (six monthly).

Performance Management

- Upon one failure to reach one or more Performance Measures in a single measurement period the Licensee must provide the School Principal with a list of rectification actions and a timeline for implementing these rectification actions.
- Failure to meet the same Performance Measure in two consecutive measurement periods; the Licensee must provide details of preventative actions and a timeline for implementing the preventative actions. The matter is escalated to senior management of both the Licensor and the Licensee for resolution.
- Failure to reach one or more Performance Measures three (3) times in three (3) reporting periods or failure to action preventative measures; the Licensee may be considered to be in material breach of the Licence and the Licence may be cancelled.

Formal Performance Review

- The School Principal or an Officer designated by the School Principal will conduct a formal review of the Contractor's performance on a regular basis. This review is to include a face to face meeting and provision of a written report to the Contractor and at a minimum is to be conducted at the end of years one (1), three (3) and five (5) of the Licence Agreement and this formal review will form the basis of any extension of the Licence.

Item 25. Other Conditions

SAMPLE

Enrolment Preference

Preferential enrolment to students enrolled at the school where the OSHC service is provided is to be implemented. A waiting list should be implemented for students enrolled at other schools and the service should only accommodate these students should they have the capacity and resources to do so.

Food

All food will be prepared by the Licensee in accordance with the Physical Activity and Nutrition Outside School Hours (PANOSH) Food Safety guidelines as endorsed by Queensland Health.

Program

Programs must be reflective of the National Quality Framework and offer a variety of activities to accommodate the different interests and needs of the students, inclusive of students with a disability or special needs.

Availability of quality resources/play equipment

All programs are required to deliver quality and diverse planned activities incorporating the use of quality resources and play equipment for children.

Religious Instruction

Religious Instruction is not part of a school's Out of School Hours Care Service.

An Out of School Hours Care Service provided by a religious organisation must show respect for all religious and non-religious beliefs and other stances represented in the school community.

All activities and events provided within an Out of School Hours Care Service are to be non-discriminatory and equitably available to students of all beliefs who choose to participate.

Key Personnel and any other staff of an Out of School Hours Care Service must avoid any implications that any one religion, denomination or other set of beliefs is advantageous or superior to any other denomination, religion or belief.

Term

The initial Term of the Licence is XXXX years from the Commencement Date (subject to the Licensee's performance).

Insurance Details

Public Liability

Workers Compensation

Co-Investment (GST Inc)
(if applicable)

Value-Adds
(If Applicable)

Meetings

Cleaning

Security

- It is the responsibility of the Licensee to ensure that all facilities and equipment used by the Licensee at XXXX State School are secured and locked at the close each day.
- It is the responsibility of the Licence to ensure that all alarms for areas of XXXX State School used by the Licensee are set at the close of each day. Any associated costs for alarm call outs and attendance by security services/emergency services due to failure to set alarms at areas of XXXX State School under the use of the Licence, or false alarms associated with the use of these areas by the Licence, shall be met by the Licensee.

Item 26. Execution

Licensor	Execution Date	Licensor
	/ /	
_____ Signature of Authorised Officer		_____ Signature of Witness
_____ Name of Authorised Officer		_____ Name of Witness

Licensee	Execution Date	Witness
	/ /	
_____ Signature of Authorised Officer		_____ Signature of Witness
_____ Name of Authorised Officer		_____ Name of Witness

The person signing warrants that they have authority to sign this Agreement for the Licensee.

**LICENCE TO USE DEPARTMENT OF EDUCATION AND TRAINING
PREMISES FOR OUTSIDE SCHOOL HOURS CARE SERVICE
PART 2 — SCHOOL PLAN**

See attached Plan

Conditions of the Licence

- The Principal reserves the right to issue amended Conditions of Licence prior to entering into the Agreement, as and when required.

1. DEFINITIONS

- 1.1 In this Agreement unless the context otherwise requires or the contrary intention appears, the following terms have the meanings assigned to them:
- 1.2 **"Agreement"** means Parts 1 and 2 of this document and any other Annexure or Schedule to this document.
- 1.3 **"Business Day"** means a day (other than a Saturday, Sunday or public holiday) on which banks are open for business in Queensland.
- 1.4 **"Commencement Date"** means the day on which this Agreement commences as set out in Item 10 of Part 1.
- 1.5 **"Hire Charges"** means the amount specified in Item 12 of Part 1.
- 1.6 **"Land"** means the land described in Item 9 of Part 1, which is owned by or under the control of the Licensor.
- 1.7 **"Licence Year"** means each separate year of the Term of this Agreement, the first Licence Year commencing on the Commencement Date.
- 1.8 **"Licensor"** means the person named in Item 3 of Part 1.
- 1.9 **"Minister"** means the Minister for Education, Training and Employment or its successors.
- 1.10 **"Parking Areas"** mean the area that is available for use for parking during the time the Licensee has a licence to use and occupy the Premises as identified on the plan set out in Part 2.
- 1.11 **"Permitted Use"** means the use of the Premises as described in Item 15 of Part 1.
- 1.12 **"Premises"** means that part of the Land, including buildings, that is licensed to the Licensee in accordance with the terms of this Agreement as identified by on the plan in Part 2 and the equipment identified in Item 14 of Part 1.
- 1.13 **"Principal"** means the Principal of the School.

- 1.14 **"P&C"** means the Parents and Citizens Association of the School.
- 1.15 **"Routes of Access"** means the area that is to be used as access during the time the Licensee has a licence to use and occupy the Premises as identified on the plan set out in Part 2 and varied, from time to time, by the Principal.
- 1.16 **"Licensee"** means the person named in Item 6 of Part 1.
- 1.17 **"School"** means the School identified in Item 1 of Part 1.
- 1.18 **"Termination Date"** means the day on which this Agreement terminates as set out in Item 11 of Part 1.
- 1.19 **"Term of this Licence Agreement"** means the period this Agreement will be in effect.

2. INTERPRETATION

- 2.1 A reference to a statute, regulation, ordinance or local law shall be deemed to extend to all statutes, regulations, ordinances or local laws amending, consolidating or replacing the same.
- 2.2 Where the day on or by which anything under this Agreement is to be done is a Saturday, Sunday or public holiday in Queensland, such thing may be done on the next Business Day in Queensland.
- 2.3 A covenant or agreement on the part of two or more parties shall be deemed to bind them jointly and severally.
- 2.4 Unless otherwise specified, the covenants and obligations of the parties to this Agreement shall be construed as if each such covenant or obligation is a separate and independent covenant made by one party in favour of the other.
- 2.5 In the case of any inconsistency between the Parts and Schedules to this Agreement and a clause in this Part, the provisions of the clause shall prevail to the extent of the inconsistency.
- 2.6 A reference to any authority, association or body, whether statutory or otherwise, shall be deemed to refer to any authority, association or

body established or constituted in lieu thereof or succeeding, as nearly as may be, to the powers or functions thereof.

- 2.7 The singular shall include the plural and vice versa.
- 2.8 Words importing one gender shall include a reference to all other genders.
- 2.9 Where the context permits, reference to the Licensee shall extend to the members, servants, agents and invitees of the Licensee.

3. LICENCE

- 3.1 The following documents constitute the entire Licence between the Licensor and the Licensee:
 - (1) This Licence document,
 - (2) Section 3 Specification of ITO,
 - (3) The Licensee's Offer; and
 - (4) The Pre-Qualified Panel Arrangement
- 3.2 The Licence shall expire on the date set out in Item 11 of Part 1 of the Licence.
- 3.3 The Licensee shall immediately surrender or transfer their Service Approval to the issuing authority upon expiration of the Licence.
- 3.4 The Licensor grants to the Licensee and the Licensee accepts a licence to use and occupy the Premises in common with the Licensor and all others with similar rights for the Term of this Agreement, on the terms and conditions set out in this Agreement.
- 3.5 For the purpose of obtaining access to the Premises, the Licensor authorises the Licensee to use the Routes of Access.
- 3.6 The Licensee will not use the Premises for any purpose other than the Permitted Use, and the times of use set out in Item 16 of Part 1.
- 3.7 The rights conferred by this Agreement rest in contract only and shall not infer an intention to create in, or confer upon the Licensee any tenancy, estate or interest in the Premises.

4. HIRE CHARGES

- 4.1 The Licensee agrees to pay to the Licensor the hire charges as set out in Item 12 of Part 1 and at the time/s and by the method set out in that Item.

5. HIRE CHARGE/ FEE CHARGE REVIEW

- 5.1 Both the Hire Charge and the Fees payable are to be reviewed annually.

- 5.2 The annual Hire Charge sum payable in the year under review will not be less than that paid in the year immediately preceding unless exceptional circumstances prevail. In that case the school may approve a decrease in the hire charge due.

- 5.3 Where the Licensee seeks to have an increase in fees, they are required to provide written justification with the request.

6. OUTGOINGS

- 6.1 Item 13 of Part 1 sets out whether the Licensor or the Licensee is responsible for the costs, outgoings and expenses ("Outgoings") connected with the Licensee's use of the Premises. These Outgoings include but are not limited to water, electricity, gas and telephone charges, cleaning.
- 6.2 If the Licensee is responsible for all or part of the outgoings and the Licensor and Licensee agree that the Licensee shall pay the Licensor for the outgoings on a pro rata basis then the formula for this pro rata basis is set out in Item 13 of Part 1 if applicable.
- 6.3 If the Licensee is responsible for all or part of the outgoings the Licensor shall not be liable in any way for any such outgoings.
- 6.4 If the Licensee is responsible for all or part of the outgoings the Licensee indemnifies the Licensor in respect of the outgoings.

7. MAINTENANCE & REPAIR

- 7.1 In its use of the Premises, the Licensee shall—
 - (a) take reasonable care of the Premises and all fixtures, fittings, equipment, and other property which the Licensor permits the Licensee to use for the purposes of this Agreement;
 - (b) following each occasion of use, leave the Premises in as near as the condition as it existed at the Commencement Date; and
 - (c) be responsible for the cost of repair or replacement of any property of the Licensor where such repair or replacement is due to the activities of or use by the Licensee.
- 7.2 The Licensee shall not make or cause to be made any alteration, additions or improvements to the Premises without approval from the Licensor.
- 7.3 If the Premises are at any time during the term of this Agreement damaged or destroyed by fire, lightning, storm, flood, tempest,

earthquake, explosion, fusion, subsidence, act of God, riot, civil commotion, strikes, enemy action or malicious damage or otherwise without fault on the part of the Licensee, then the hire charges payable under this Agreement after the date of that damage or destruction (or a fair and just proportion thereof according to the nature and extent of the damage) will be suspended and cease to be payable until the Premises is rebuilt, reinstated and repaired so as to be fit for occupation, use and enjoyment by the Licensee.

- 7.4 The Licensor may, at its option, elect whether to repair the damage to the Premises. If the Licensor elects not to repair such damage, then either party may terminate this Agreement by notice in writing to the other party.
- 7.5 If this Agreement is terminated pursuant to clause 7.4 the Licensee has no right to a claim for compensation.
- 7.6 The Licensee shall be required, at its own cost, to remove from the Premises all fittings, equipment, furniture and other articles of property contained in or about the Premises which belong to the Licensee—

- (a) on expiration of this Agreement; or
(b) upon earlier termination of this Agreement;

and the removal of such property shall be within 30 days of such expiration or earlier termination. In effecting such removal, the Licensee shall cause as little damage as possible to the Premises and make good to the reasonable satisfaction of the Licensor any damage that may be occasioned to the Licensor's property by such removal.

8. ASSIGNMENT

- 8.1 The Licensee must not assign, sub-licence or in any manner part with the use and occupation of the Premises or assign the benefit of this Agreement.

9. ADVERTISING

- 9.1 The Licensee must not erect or display advertising material on the Premises without the written approval of the Licensor.
- 9.2 Advertising to promote the activity at the Premises must not be used unless the Licensee has received the prior written approval of the Licensor.
- 9.3 As a guide, the Licensor will not approve advertising that—
- (a) is of a nature that might imply that the School or Department of Education,

Training and Employment is involved with or endorses the thing or activity advertised;

- (b) refers to the premises other than to show the location of the venue;
- (c) is, in the Licensor's opinion, objectionable.

10. PRIVACY

- 10.1 The Licensee must not access, record, use, disclose or retain any personal information obtained from the occupation or use of the Premises.

11. LICENSOR'S COVENANT

- 11.1 The Licensor will promptly pay all outgoings not payable by the Licensee under the terms of this Agreement.

12. INDEMNITY

- 12.1 The Licensee indemnifies, releases and discharges the Licensor from and against all actions, proceedings, claims, demands, costs, losses, damages and expenses which may be brought against or made upon the Licensor or which the Licensor may pay, sustain or be put to by reason of, or in consequence of or in connection with the occupation and use of the Premises except to the extent of any negligent act of the Licensor or their servants or agents.

13. INSURANCE

- 13.1 The Licensee shall, if required and for the term of this Agreement, take out and maintain:
- (a) a policy of insurance in accordance with the *Workers' Compensation and Rehabilitation Act 2003*;
- (b) a policy of personal accident insurance for all volunteer workers.
- 13.2 The Licensee must take out a public liability policy of insurance for an amount of not less than ten million dollars (\$10m) per occurrence with an insurer approved by the Licensor. The public liability policy of insurance must note the rights and interests of the Licensor in this Agreement including those set out in Clause 13 of this Agreement. The Licensee must maintain the policy during the term of this Agreement. The policy must contain an undertaking by the insurer to notify the Licensor in writing not less than 30 days prior to any material change in terms, cancellation or other termination of the policies.
- 13.3 If the Licensor in writing requests the Licensee to provide evidence of the public liability insurance and the Licensee does not provide

evidence satisfactory to the Licensor within 14 days of receiving the request, then the Licensor may take out the insurance. Any premiums paid by the Licensor for the insurance shall be a debt due from the Licensee to the Licensor.

14. TERMINATION UPON NOTICE

- 14.1 Subject to clause 14.2 either party to this Agreement may terminate this Agreement at any time upon giving the other party 3 months' notice in writing of its intention to do so.
- 14.2 If the Land is reserve land pursuant to the Land Act 1994 the Minister responsible may cancel the Agreement by giving 28 days' notice if—
- 14.3 the Licensee does not comply with the conditions of the Agreement; or
- 14.4 the Minister is satisfied cancellation would be in the public interest.
- 14.5 If the Agreement is cancelled pursuant to clause 14.1, the Licensee has no right to a claim for compensation.

15. TERMINATION FOR DEFAULT

- 15.1 If the Licensee fails to comply with, observe or perform any of its obligations under this Agreement, the Licensor may, by notice in writing to the Licensee, request the Licensee to remedy the failure within 14 days after the date that the notice is given.
- 15.2 If —
 - (a) the Licensee fails to comply with a notice under this clause; or
 - (b) an application is made or a resolution is passed for the winding up of the Licensee; or
 - (c) a receiver or official manager is appointed; or
 - (d) any step in insolvency proceedings is taken by or against the Licensee; or
 - (e) the incorporation of the Licensee is cancelled; or
 - (f) the Licensee ceases to carry on business; or
 - (g) at any time the Licensee does not hold the appropriate accreditations, approvals and licenses in terms of the National Quality Framework for Early Childhood Care and Education and relative federal and state legislation and regulations

then the Licensor may terminate this Agreement by giving 28 days' notice in writing to the Licensee.

- 15.3 If this Agreement is terminated pursuant to this clause 15, then the Licensee shall reinstate the Premises to the same condition the Premises were in as at the Commencement Date, fair wear and tear excepted.
- 15.4 If this Agreement is terminated pursuant to this clause 15, then the Licensee shall immediately surrender their Service Approval to the Issuing Authority.
- 15.5 Termination pursuant to this clause 15 shall be without prejudice to any rights that either party may have against the other arising out of or connected with this Agreement prior to the date of termination.

16. WARRANTIES

- 16.1 The Licensor does not warrant that the Premises are safe, fit, suitable, or adequate for the Permitted Use and all warranties able to be excluded by law are excluded.
- 16.2 The Licensee acknowledges that—
 - (a) the Licensee is satisfied that the Premises are fit for the Permitted Use;
 - (b) the Premises are in good condition; and
 - (c) the Licensee warrants that it has taken reasonable steps to satisfy itself that the Premises are fit for the permitted Use and safe from risk to any person.

17. RULES

- 17.1 The Licensor (acting through the School Principal) may from time to time implement rules with which the Licensee must comply, relating to:
 - (a) the use, safety, care and cleanliness of the School;
 - (b) the preservation of good order and lawful activity in the School and the Outside School Hours Care Service;
 - (c) the comfort of persons lawfully using the School;
 - (d) the location of garbage and refuse pending its removal;
 - (e) the location and or closure of the car park or the common areas or any part thereof;
 - (f) any other matter relevant to the administration of the School.

The rules in force at the commencement Date are set out in Part 4.

- 17.2 The Licensor may from time to time, and at its discretion, amend, repeal or add to the rules by notice in writing to the Licensee.

18. EXCLUSION OF TRESPASSERS

- 18.1 Notwithstanding anything else contained or implied to the contrary in this Agreement, the Licensor may at any time, and from time to time, and for so long as it shall think fit, exclude and restrain any person or persons from entering upon or using or occupying any part of the Land other than bona fide Licensors, patrons, delivery persons or service suppliers, employees, agents and invitees of the Licensee or of the other users of the School who make use of the Land in accordance with the rules of the Licensor.

- 18.2 Without in any way limiting the meaning of the term "bona fide", a person is deemed not to be bona fide if the person:

- (a) enters upon the Land or makes use of the Premises in breach of the Licensor's rules;
- (b) is notified of the breach of rules; and
- (c) Commits a further breach of the same rules or other rules.

19. REVOCATION OF LICENCE TO ENTER

- 19.1 Whenever requested to do so by the Licensor, the Licensee must give written notice to any person who:

- (a) fails to observe the rules of the Licensor; or
- (b) is deemed not to be bona fide,
- (c) revoking any right to enter upon any part of the School and the Land.

20. DISPUTE RESOLUTION

- 20.1 The parties shall seek to settle any dispute arising in connection with this Agreement by negotiation, mediation or conciliation between the parties. In any such proceeding, each party may at its election be represented or accompanied by a qualified legal practitioner.

- 20.2 For the avoidance or settlement of disputes, and for the better management of this Agreement, the parties each nominate contact persons in accordance with Item 5 and Item 8 of Part 1.

21. ENTIRE AGREEMENT

- 21.1 This Agreement constitutes the entire agreement between the parties. Any prior written or oral agreement, arrangement or understanding in respect of the subject matter of this Agreement is superseded.

22. COSTS

- 22.1 The Licensee will pay:

- (a) the Licensor's costs of and incidental to the negotiation, preparation and execution of this Agreement;
- (b) any stamp duty payable in respect of this Agreement; and
- (c) any other costs of and incidental to the completion of this Agreement.

23. COMPLIANCE WITH LAWS

- 23.1 The Licensee must comply with all relevant laws and the requirements of any statutory authority while using the Premises including but not limited to:

- (a) The applicable license for conducting a centre based service issued pursuant to the Education and Car Services National Law and Regulation 2011;
- (b) Current "blue card" issued by the Commission for Children and Young People and Child Guardian which indicates that a person is eligible to work with children and young people in Queensland, pursuant to the Commission for Children and Young People Guardian Act 2000;
- (c) Registration with the National Childcare Accreditation Council.
- (d) Assessment and Rating is conducted by Australian Children's Education and Care quality Authority (ACECQA).

- 23.2 The licensee must provide written evidence of compliance with the requirements referred to in Clause 23.1.

- 23.3 Nothing expressed or implied in the provisions of this Agreement shall derogate from the Licensee's liability, responsibility, duty or obligation to comply with the provisions of any Act, rule, regulation, local law or any other law in force from time to time in respect of the Land and the Premises.

- 23.4 The Licensee acknowledges that it will prepare and lodge (at its cost) any development application required by the local government to

allow the Licensee to use the Premises for the Permitted Use. The Licensee will comply with all conditions imposed by the local government in relation to the development application.

24. GOVERNING LAW

- 24.1 This Agreement will be governed by and construed according to the laws of the State of Queensland and the parties agree to submit to the jurisdiction of the courts of the State of Queensland.

25. WAIVER

- 25.1 No right under this Agreement shall be deemed to be waived except by notice in writing signed by each party.

26. VARIATION

- 26.1 No variation to this Agreement shall be valid unless it is in writing and signed by both parties.

27. NOTICES

- 27.1 Any notice, demand, consent or other communication required to be given under this Agreement will be deemed to have been given—
- (a) if sent by prepaid mail, two Business Days following posting;
 - (b) if hand delivered, on the date of delivery;
 - (c) if faxed, upon an apparently successful transmission being noted by the sender's facsimile machine.
- 27.2 The respective addresses for service of the parties are set out in Item 5 and Item 8 of Part 1.

28. INTERESTS ON UNPAID MONIES

- 28.1 The Licensee is to pay interest to the Licensor on any monies due and payable under the Agreement, and on any judgment in favour of the Licensor in an action arising from the Agreement until all outstanding monies, including interests are paid in full. The rate of interest is at a rate equal to the Commonwealth Bank of Australia's monthly overdraft index rate on the amount of any account that is not paid within thirty (30) days of the date of the account.

29. NO SMOKING

- 29.1 The Licensee, including all employees, agents and invitees of the Licensee, must not smoke on the Premises during the term of the Agreement.

30. GST

- 30.1 For the purposes of this clause "GST" has the same meaning as in A New Tax System (Goods and Services Tax) Act 1999 (Cth).
- 30.2 The parties acknowledge that the Hire Charge is inclusive of GST.

31. P & C LIQUOR APPROVAL

Not Applicable to this Licence.

32. APPROVAL FOR USE

- 32.1 The execution of this Agreement by the Licensee constitutes an application in writing to the Minister or authorised officer for permission to use the Premises.
- 32.2 The execution of this Agreement by the Licensor constitutes written notice to the Licensee of approval, subject to the conditions of this Agreement, of the application by the Licensee for permission to use the Premises.

33. RIGHT OF ENTRY

- 33.1 The Licensor reserves the right to inspect all premises being utilised by the Licensee under this agreement. Inspections would be arranged by contacting the Licensee via phone to request access and indicating the reason why. Access may not be unreasonably withheld.

Date of Development/review	Date Ratified	Date to be Reviewed
6/11/18	20/5/19 No change	30/1/21

6.8 Maintenance of Facilities

The Service is required to ensure effective maintenance of the centre-based care Service (OSHC) approved under the Education and Care Services National Law Act (2010) and Regulation (2011)

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)
- NQS Area: 7

Procedures

The Approved Provider will ensure the establishment of an effective reporting of facilities maintenance process and schedule including but not limited to:

- Day to day maintenance of the facility
- Replacement of play equipment
- Replacement of major items such as fridges and televisions
- Repairs
- Refurbishment

The Service will immediately notify the Licensor of all damaged property or equipment and will be recorded in the maintenance log.

Property of equipment damaged due to the activities undertaken by the Service will be repaired or replaced by the service.

Date of Development/review	Date Ratified	Date to be Reviewed
1/8/18	20/5/19	30/1/21

POLICY GROUP SEVEN:

Emergencies

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; 3.1; 7.1; 7.3;
- 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.

At each exit of the indoor areas accessed by the service, doors can be easily opened, are clearly sign-posted, and that emergency and evacuation floor plans and instructions are prominently displayed near each of these exits; and 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.
-

Date of Development/review	Date Ratified	Date to be Reviewed
20/8/18	20/5/19	30/4/21

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 of the procedures followed.

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; 4.2; 7.1; 7.2; 7.3;
- 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

The Coordinator will work collaboratively with the community and relevant authorities to identify events that may occur at the Service which require an evacuation (e.g.: fire, bomb threat, storm, intruder etc), and to conduct a risk assessment for each of these events.

Evacuation instructions for what must be done and a floor plan to follow in case of an emergency event, will be prominently displayed near each exit of each room utilised at the Service. Evacuation plans will be child friendly and displayed at child height.

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/electronic roll 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;
- Notify parents, the Approved Provider and the Regulatory Authority;
- 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 Responsible Person-in-Charge for that session 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.

Date of Development/review	Date Ratified	Date to be Reviewed
20/8/18	20/5/19	30/4/21

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; 4.2; 7.1; 7.3;
- 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/electronic roll 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 if 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.

Notification will be given to the Approved Provider and the Early Education and Care Office (the Regulatory Authority in Queensland)

Date of Development/review	Date Ratified	Date to be Reviewed
20/8/18	20/5/19	30/4/21

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 Emergency Services Act 1990, Building Fire Safety Regulation 2008;
- NQS Area: 2.3; 7.1; 7.3;
- 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:

- conduct a risk assessment to identify potential emergencies that are relevant to the Service;
 - keep emergency exits clearly signed posted and kept clear and unlocked at all times while the Service is operating;
 - ensure emergency and evacuation procedures are displayed prominently near each exit of premises occupied by the service, including a site map showing the position/location of the building on the grounds, the assembly points and the routes to them, and instructions for what must be done in the event of an emergency;
 - allocate tasks for educators during emergency and evacuation procedures;
 - conduct and document emergency and evacuation drills every 3 months; and
 - ensure fire safety equipment is maintained regularly.
- **Reference:** Queensland Fire and Emergency Services – Building Fire Safety Management Tool & Advisory Notes (effective 5/2017)

Date of Development/review	Date Ratified	Date to be Reviewed
10/9/18	20/5/19	30/4/21

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; 5.1; 5.2; 7.1; 7.3;
- 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 (<https://closures.earlychildhood.qld.gov.au>) and relevant government agencies such as DEEWR are notified of closure as soon as practical.

Date Development/review	of	Date Ratified	Date	to	be
			Reviewed		
20/8/18		20/5/19	30/4/21		

7.6 Emergency Closure Policy

The service may be required to close in the event of an emergency as declared by local, state or federal government and/or their relevant departments.

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)
- NQS Area: 7

Procedures

Children and families

If children are being educated and cared for at the Service, families will be contacted to collect their children.

If families are unable to collect their children, alternative arrangements should be made with emergency contacts.

Fees for unused sessions of care as a result of the declared emergency will be waived.

Educators

Once Educators/staff members have made provision for the children's safety and wellbeing during the declared emergency, they should attend to their personal safety and wellbeing needs. Educators/staff members may be able to attend to their personal needs sooner if deemed practical. This may mean leaving the service early to get home if their route home is going to be affected by the emergency.

Permanent employees shall be paid as per their usual working hours for periods of declared emergency for up to 2 days. Additional time may be taken from relevant leave accruals.

The Approved Provider will not be obligated to pay casual employees for unattended shifts during the declared emergency.

Date Development/review	Date Ratified	Date to be Reviewed
1/8/18	20/5/19	30/4/21

POLICY GROUP EIGHT:

Educators, Staff Members and Volunteers

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; 1.2; 2; 3; 4.1; 4.2; 5; 6.2; 6.3; 7.1; 7.2; 7.3;
- 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** “The Education and Care National Services Law 2010 states that an Approved Provider must not operate a service without a Nominated Supervisor for that service. The Approved Provider, as holder of the service supervisor certificate, appoints an Educator whom they deem to be fit, proper, suitably qualified and/or experienced, and 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 My Time Our Place: Framework for School Age care in Australia, 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.

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.

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 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 hour's 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 in Australia:
 - 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.

Date of Development/review	Date Ratified	Date to be Reviewed
20/8/18	20/5/19	30/7/21

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; 3.1; 3.2; 3.3; 4.2; 5.2; 6.1; 6.2; 6.3; 7.1; 7.2; 7.3;;
- 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 designate, in writing a suitably qualified and/or experienced educator as the Educational Leader for the Service, and to note this designation on the staff record.

The Educational Leader will be responsible to:

- lead the development of the Service program, using "My Time, Our Place: Framework for School Age Care in Australia" 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.

Date of Development/review	Date Ratified	Date to be Reviewed
27/8/18	20/5/19	30/7/21

8.3 Recruitment and Employment of Educators

The Service strives to follow 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; 7.1; 7.3;
- 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.

Reconciliation

In accordance with the Service's commitment to reconciliation and promoting a culturally competent workplace, suitably qualified and experienced Aboriginal and Torres Strait Islander

people will be encouraged to apply for available positions. A statement encouraging Aboriginal and Torres Strait Islander applicants will be included in advertising for vacancies.

Service Responsibilities

Application of this policy 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;
- gender and/or sexual persuasion; and/or;
- medical record.

Vacant permanent part-time positions may be offered internally if the Approved Provider, in conjunction with the Co-ordinator/Nominated Supervisor feels there is a suitable candidate. All decisions relating to promotion and career development will be made without regard 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; and/or
- school newsletters.

Suitable advertisements should include a description of the position, hours/days required, personal/professional attributes, selection criteria, appropriate qualifications, closing date for applications and Service address. Written applications should include a cover letter, resume and response to the selection criteria.

A letter /email confirming receipt of applications received on or before the due date shall be sent to all applicants.

Applications shall be reviewed by the Co-ordinator and Management, and suitable candidates short-listed and called to arrange an interview. A letter/email shall be sent to unsuitable applicants to inform them that their application has been unsuccessful.

The interview process will include the appointment of a panel of up to three key personnel made up of either:

- Management representatives; and/or
- Service Representatives; and/or
- Appropriate school employees.

Selection criteria and interview questions based on requirements for the position will be developed and 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 the appointment will be based on the individual's relevant qualifications (if required) and their deemed capacity and ability to carry out the duties of the position. Should the panel be unable to agree on a suitable candidate, further interviews will be considered.

Unsuccessful interviewees will be notified as soon as possible by a nominated person from the interview panel followed with written/email correspondence.

Educators will only be employed (including as volunteers) if, after reasonable enquiries, including reference checks conducted by a member of the panel, they are considered appropriate for the job, as articulated by the Role and Expectations of Educators Policy (see Policy 8.1).

The suitable candidate/s 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, to negotiate starting date and to inform of the orientation and induction process.

Upon a verbal offer being made, as part of the induction process a written letter of offer will be sent to the successful applicant informing them of the offer including the terms and conditions of employment. These conditions will be in accordance with the relevant award and will articulate the employee's obligations to maintain currency in first aid as well as their Blue Card (working with children check).

Certified copies of staff qualifications, suitability notices and first aid qualifications will be requested and kept confidentially by the Service in individual employee files.

For candidates in receipt of a Blue card (working with children check), the Service will complete and lodge an application form – Authorisation to confirm a valid card.

For candidates not in receipt of a Blue Card (working with children suitability notice), an Application will be completed and lodged with Blue Card Services by the Service prior to the candidate starting work.

If the candidate is a volunteer, a working with children Blue Card must be sighted prior to working at the Service.

Casual Educators may be employed and/or dismissed at the Approved Provider's 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;
- an interview of the candidate conducted by the Co-ordinator;
- contacting at least two referees to check the person's character;
- sighting a certified copy of a current working with children suitability notice (Blue Card); and
- 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, of at least 2 hours duration, by the Co-ordinator or other suitable Educator nominated by the Co-ordinator, to ensure they are aware of and including the location of the following:

- their terms of employment or engagement (including role description);
- relevant pay award;
- all Service Policies and Procedures (including child protection, confidentiality and 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 in Australia;
- the physical facilities of the Service;
- the other Educators in the Service and their roles;
- the Duty of Care owed by Educators at the Service to children and others; and 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 Approved Provider shall review the job description of the Nominated Supervisor and/or 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 Nominated Supervisor/Co-ordinator and the Approved Provider 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.

Date of Development/review	Date Ratified	Date to be Reviewed
3/10/18	20/5/19	30/7/21

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 in Australia;
- Duty of Care;
- NQS Area: 2.3; 4.1; 4.2; 7.1; 7.2; 7.3;
- 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.

Date of Development/review	Date Ratified	Date to be Reviewed
6/11/18	20/5/19 No change	30/7/21

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; 7.1; 7.3;

- 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.

Date of Development/review	Date Ratified	Date to be Reviewed
6/11/18	20/5/19 No change	30/7/21

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; 7.2; 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 Approved Provider, 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 Approved Provider.

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.

Date of Development/review	Date Ratified	Date to be Reviewed
27/8/18	20/5/19 No Change	30/7/21

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; 7.3;
- 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 behaviour 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 behaviour 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 behaviour 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.

Date of Development/review	Date Ratified	Date to be Reviewed
6/11/18	20/5/19 No change	30/7/21

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; 7.3;
- 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 the Nominated Supervisor/Coordinator, and for the Nominated Supervisor/Coordinator, performance will be managed by the Approved Provider/executive office bearers.

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 performance assessments are discussed and will include the identification of strengths, aspirations and areas for improvement; and
- Individual development plans are developed and documented to support performance improvement for each employee;
- 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.

Ongoing feedback about performance will be provided and professional development opportunities monitored and reviewed throughout the forthcoming year. Individual performance progress will be noted on individual performance and/or training plans.

Date of Development/review	Date Ratified	Date to be Reviewed
27/8/18	20/5/19	30/7/21

8.9 Employee Professional Conduct and Protective Practices

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;
- Family and Child Commission Act 2014
- Anti-Discrimination Act 1991 (QLD);
- NQS Area: 4.2; 7.1; 7.2; 7.3;
- 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 all 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), code of practice or code of ethics (see 8.9.1) 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:

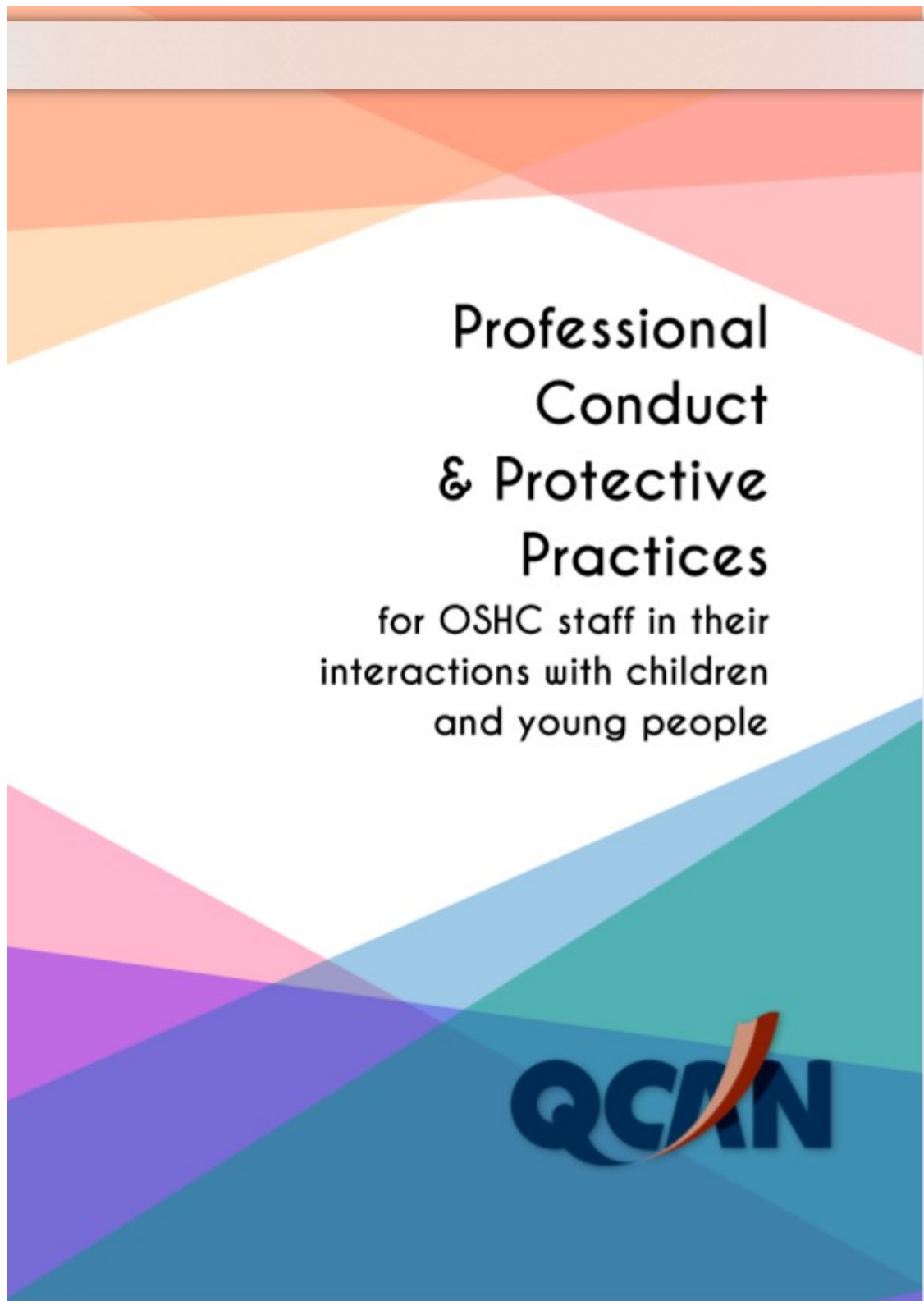
- counselling;
- an official warning and note on the employee's file;
- a formal apology;
- demotion; or
- dismissal for serious misconduct.

References

ACSEA. (2006). *employee manual*. brisbane: ASCEA.

Date of Development/review	Date Ratified	Date to be Reviewed
10/9/18	20/5/19	30/7/21

8.9.1 Sample Professional Conduct and Protective Practices.pdf



This resource has been adapted from 'Protective practices for staff in their interactions with children and young people' developed by the Government of South Australia by the Queensland Children's Activities Network (QCAN) to align with the Queensland OSHC context.

This resource is supported by the QCAN Code of Ethics which can be found at the back of this resource.

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Relevant convention, law and policy

United National Convention on the Rights of the Child	<i>The convention enshrines the entitlement of all children, regardless of race, colour, sex, religion or nationality, to be protected from sexual abuse, to receive special help if they are abused, to have their opinions heard about matters that affect them, to receive and share information, and to be treated with dignity if disciplined</i>
Child Protection Law	<i>The Queensland Child Protection Act (1999) defines child abuse and mandates educators, Nominated Supervisors and Approved Providers in education and care services to report child abuse and neglect</i>
National Quality Framework	<i>Education and Care Services National Law Act (2010) and Regulation (2011) requires reporting of harm occurring during the provision of an education and care service to the regulatory authority</i>
National Quality Standard	<i>Services are assessed and rated against the National Quality Standard which includes Quality Area 2 - Children's Health and Safety</i>
Queensland's Blue Card System	<i>The blue card system:</i> <i>is a key prevention and monitoring system of people working with children and young people in Queensland</i> <i>aims to minimise the risks of harm to children and young people by contributing to the creation of safe and supportive environments, and</i> <i>is founded on the principle that all children have a fundamental right to be protected from harm.</i> <i>The system requires OSHC services to have Child and Youth Risk Management Strategy which includes 8 organisational requirements to be met</i>

Legal issues and professional boundaries for adults working or volunteering with children and young people in OSHC

Duty of care

In the education and care context, Duty of Care is a common law concept that refers to the responsibility of staff to provide children and young people with an adequate level of protection against harm. It is usually expressed as a duty to take reasonable care to protect children and young people from all reasonably foreseeable risk of injury. The question of what constitutes reasonable care in any given case will be determined objectively by a court and will depend on the individual circumstances of each case. The courts have found that the standard of care owed by education and care providers to children and young people is very high. In their relationships with children and young people, staff are required to ensure that the physical and emotional welfare of children and young people is safeguarded, and that their own behaviour is guided by this duty of care both within and beyond the education and care setting.

Professional Boundaries

Education and care professions rely on the fostering of positive relationships between adults and children and young people. Learning and care settings are places where all staff can have significant influence in the lives of children and young people because the relationship involves regular contact over relatively long periods of time. These features of education and care professions make it extremely important that staff understand how to foster positive relationships in ways that do not compromise children and young people's welfare. The professional boundaries outlined in these guidelines apply beyond specific education or care sites and beyond specific cohorts of children and young people. For example, where staff are participating or have participated in interschool sport events or combined school trips or camps, they are expected to respect professional boundaries with all the children and young people involved in those activities. The following examples will assist staff in establishing and maintaining expected boundaries. This list is not exhaustive.

<i>Professional conduct</i>	<i>Boundary concerns</i>
<i>Communication</i>	• <i>Inappropriate comments about a child/young person's appearance, including excessive flattering comments</i> • <i>Inappropriate conversation or enquiries of a sexual nature (e.g. questions about a child or young person's sexuality or his/her sexual relationship with others)</i> • <i>Disrespectful or discriminatory treatment of, or manner towards, young people based on their perceived or actual sexual orientation</i> • <i>Use of inappropriate pet names</i> • <i>Vilification or humiliation</i> • <i>Jokes or innuendo of a sexual nature</i> • <i>Obscene gestures and language</i> • <i>Facilitating/permitting access to pornographic material</i> • <i>Facilitating/permitting access to sexually explicit material that is not part of an endorsed curriculum</i> • <i>Failing to intervene in sexual harassment of children and young people</i> • <i>Correspondence of a personal nature via any medium (e.g. phone, text message, letters, email, internet postings) that is unrelated to the staff member's role. This does not include class cards/bereavement cards etc</i>
<i>Personal disclosure</i>	• <i>Discussing personal lifestyle details of self, other staff or children and young people unless directly relevant to the learning topic and with the individual's consent</i>

Physical contact	- Unwarranted or unwanted touching of a child or young person personally or with objects (e.g. pencil or ruler) - Corporal punishment (physical discipline, smacking etc) - Initiating, permitting or requesting inappropriate or unnecessary physical contact with a child or young person (e.g. massage, kisses, tickling games) or facilitating situations which unnecessarily result in close physical contact with a child or young person - Inappropriate use of physical restraint (see p....)
Place	- Inviting/allowing/encouraging children and young people to attend the staff member's home - Allowing children and young people access to a staff member's personal internet locations (e.g. social networking sites) - Attending children and young people's homes or their social gatherings - Being alone with a child or young person outside of a staff member's responsibilities - Entering change rooms or toilets occupied by children or young people when supervision is not required or appropriate - Transporting a child or young person unaccompanied - Using toilet facilities allocated to children and young people - Undressing using facilities set aside for children and young people, or in their presence ("without the Nominated Supervisor's authority)
Targeting individual children and young people	- Tutoring (outside sector standard or employer's knowledge) - Giving personal gifts or special favours - Singling the same children and young people out for special duties or responsibilities - Offering overnight/weekend/holiday care of children and young people as respite to parents (unless employed by a respite organisation and with the Nominated Supervisor's knowledge)
Role	- Adopting an ongoing welfare role that is beyond the scope of their position or that is the responsibility of another staff member (e.g. a counsellor) or an external professional, and that occurs without the permission of senior staff - Photographing, audio recording or filming children or young people via any medium when not authorised by the Nominated Supervisor to do so and without required parental consent - Using personal rather than service equipment for approved activities, unless authorised by the Nominated Supervisor to do so
Possessions	- Correspondence or communication (via any medium) to or from children and young people where a concern about professional boundaries is indicated and where the correspondence has not been provided to the Nominated Supervisor by the staff member - Still/moving images or audio recordings of children and young people on personal equipment or kept in personal locations such as care or home that have not been authorised by the Nominated Supervisor - Uploading or publishing still/moving images or audio recording of children and young people to any location, without parental and the Nominated Supervisor's consent

Concerns about professional boundary breaches by a staff member represent a breach of trust, a failure to meet a duty of care to children and young people and a failure to follow conduct requirements of the employer. When staff overstep boundaries they risk:

- Harmful consequences for the child or young person
- Seriously undermining the learning process
- Seriously undermining their professional reputation and the confidence of the QSHC community in their suitability to work with children and young people
- Formal directions or other disciplinary action from their employer or regulating authority

Any concern a staff member has about whether a situation may compromise or breach of professional relationship should be discussed with the Nominated Supervisor and an approved plan of action developed and followed.

Guidance for staff in managing professional boundaries

Working in rural/local communities

Staff working in country or local communities face additional challenges in managing professional boundaries. They are more likely to have social relationships with the parents of the children and young people with whom they work and are, therefore, more likely to share social and sporting events or membership at various community clubs or associations. This means they will have legitimate reasons, on occasions, to attend social events with the children and young people with whom they work, to visit their homes or to be visited by them in the company of their parents. These social engagements are an important part of community life and a positive contribution to the wellbeing of staff working in country and local communities. Following the advice below will assist staff to enjoy these social engagements without compromising their professional responsibilities. The guiding principles in managing these situations are that:

- *social contact should be generated via the relationship the staff member has with the parents of children and young people or by an event (such as a sporting event)*
- *staff should avoid being alone with children and young people in these situations*
- *staff should conduct themselves in a way that will not give others reason to question their suitability to work with children and young people and that will not create discomfort for children and young people in their learning relationship with them. Consuming alcohol in these situations may lessen a staff member's capacity to judge when a professional boundary is at risk*
- *staff should politely refuse to discuss matters relating to the workplace and should not discuss children and young people's learning or social progress other than at times specifically set aside for that purpose*
- *any concern a staff member has about whether or not a situation may be compromising or breaching a professional relationship should be discussed with the site leader and an approved plan of action followed. For example, a staff member may want advice about transporting a friend's child to and from the site or how to manage his/her own child's enrolment at the site.*

Using social networking sites

Staff in education and care settings are expected to model responsible and respectful conduct to the children and young people with whom they work. Staff need to consider the electronic social environments they utilise as part of this community and employer expectation. The internet does not provide the privacy or control assumed by many users. Staff must appreciate that no matter what protections they place around access to their personal sites their digital postings are still at risk of reaching an unintended audience and being used in ways that could complicate or threaten their employment. Staff should be aware of the following expectations in considering their use of social networking sites:

- *they have considered the information and images of them available on their sites and are confident that these represent them in a light acceptable to their role in working with children and young people*

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- they do not have children or young people in their education community as 'friends' on their personal/private sites
- comments on their site about their workplace, work colleagues or children or young people, if published, would not cause hurt or embarrassment to others, risk claims of libel, or harm the reputation of the workplace, their colleagues or children and young people.

Working one-to-one with children and young people

The following summary of expectations applies to all situations where educators are providing one-to-one learning assistance or feedback, behaviour assistance/monitoring or counsel.

Make it public	• The more visible, public and busy the location the better • Use the site's authorised IT systems • Do not use personal email or websites to communicate with children and young people
Make it authorised	• Parents should be informed/give consent • Activity must be authorised by the Nominated Supervisor
Make it timely	• As far as possible, provide support during normal work hours, and do not conduct excessively long sessions

Managing privacy expectations

Counsellors, pastoral care coordinators, health providers and various professional service providers rely in different ways on being able to provide a degree of privacy for children and young people. This may be to protect the child or young person's dignity, to provide an environment conducive to the service/assessment being provided or to respect the child or young person's desire for confidentiality. Children and young people will often assume a high level of confidentiality when disclosing serious issues of a personal nature or reporting harassment or bullying. For these reasons, schools need to find a careful balance between, on the one hand, respecting the sensitive and private nature of counselling or service provision and, on the other hand, the professional's duty of care obligations for the safety and wellbeing of the child or young person. Good practice in managing these circumstances is the following:

- health/physical care should be provided with respect for the child or young person's dignity and in a manner approved by the child or young person and his/her parents
- counselling should be provided in unlocked rooms with part-glass doors (where possible) that are located near staff traffic areas
- avoid out of hours contact
- while parental consent is often not applicable in many counselling/conversational situations*, best practice for services is to provide all parents with written information about the services counselling and pastoral care services which outlines confidentiality and privacy issues
- ensure meetings with children and counselling/conversational notes are documented appropriately.

**Counselling/conversational times when children may seek the advice, support or guidance from an educator including conversations when personal information is disclosed*

Conducting home visits

Staff must ensure they follow home visiting protocols that apply to OSHC. The key principle is that a home visit should place no one at unreasonable risk and that identified minor risks are consciously managed.

Behaviour of staff towards children and young people

Suspected child abuse

Staff in education and care settings are mandated notifiers and are, therefore, required under the Children's Protection Act 1999 to report suspected child abuse to Child Safety on 13FAMILY or 13 32 64. A report of suspected abuse must be made to Child Safety irrespective of who is implicated: a colleague, friend, senior staff member, volunteer, parent, visitor or other child or young person. The report must be made in consultation with the Nominated Supervisor who signs the site's mandatory notification record and stores it securely. Working with the Nominated Supervisor ensures that appropriate procedures can be followed within the service. Such procedures are designed to ensure that children and young people's wellbeing is safeguarded and that staff members' rights are respected. If the Nominated Supervisor is the subject of the suspicion, observation or allegation, staff must report to the Nominated Supervisor's line manager, employer or appropriate personnel. The complexities of these situations are acknowledged. Nevertheless, staff must manage their sensitivities or discomforts because their duty of care to the child or young person remains their paramount legal, professional and moral responsibility.

Inappropriate behaviour

Staff may also observe behaviours in other adults that they view to be inappropriate rather than abusive or that sit on the border of violating a professional boundary. Staff must ensure, through their Nominated Supervisor, that the adult concerned is made aware of the potential of his/her actions to impact negatively on children and young people, and on themselves. Professional advice of this kind may be particularly valuable to young or newly appointed staff. The Nominated Supervisor should document what is discussed. All staff must take action if children and young people disclose information about inappropriate behaviours of other adults at the service. It is not acceptable to minimise, ignore or delay responding to such information. For the wellbeing of all members of the education or care community, the Nominated Supervisor must be informed as a matter of urgency and a report made to the Child Safety, if appropriate.

Behaviour of children and young people towards staff

Should a child or young person engage in inappropriate behaviour of a sexual nature, then immediate respectful steps must be taken to discourage the child or young person. The matter should be reported and documented promptly with the site leader and a plan of action developed to support the child or young person and relevant staff member. Depending on the age/developmental capacity of the child or young person and contextual information, this plan of support may involve:

- communication with parents
- referral to and liaison with specialist counselling
- formalised support within the site, which may include closer monitoring or supervision of the child or young person in his/her interactions with other children and young people
- referral to and liaison with an appropriate agency with disability-specific expertise.

Sometimes, the inappropriate sexual behaviour of younger children towards staff can elicit a suspicion that the child in question has been sexually abused. In these situations, staff must:

- make a mandatory notification to Child Safety
- consider the safety of other children and young people with whom the child has contact
- develop and document a plan of action and communication with all relevant parties (including other agencies).

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Some children and young people may actively seek a relationship with a staff member that would constitute an inappropriate relationship. In such circumstances, staff are advised to immediately report the information to the Nominated Supervisor and seek assistance to actively manage the situation in a way that respects the emotional wellbeing of the child or young person and provides support to the staff member.

Appropriate physical contact

Appropriate physical contact by a staff member to assist or encourage a child or young person

At times, staff will be required to give practical assistance to a child or young person who is hurt or needs particular assistance or encouragement. Examples of appropriate physical contact are:

- administration of first aid
- supporting children and young people who have hurt themselves
- assisting with the toileting and personal care needs of a disabled child or young person (an individual plan for children and young people with these needs must have been negotiated with parents)
- non-intrusive gestures to comfort a child or young person who is experiencing grief and loss or distress, such as a hand on the upper arm or upper back
- non-intrusive touch (eg congratulating a child or young person by shaking hands or a pat on the upper arm or back). Staff should remember the importance of accompanying such touch with positive and encouraging words.

Good practice with school-age children and young people

- Seek children and young people's permission to touch (keeping in mind that a highly distressed child or young person may be incapable of expressing their wishes).
- Avoid being with a child or young person in a one-to-one, out of sight situation, and never touch a child or young person in such a situation.
- Do not presume that physical contact is acceptable to a particular child or young person. Even non-intrusive touch may be inappropriate if a child or young person indicates he/she does not wish to be touched.
- Respect and respond to signs that a child or young person is uncomfortable with touch.
- Use verbal directions rather than touch (eg ask a child or young person to move in a particular way, rather than physically place the child or young person in the required position).
- Use the above approach for demonstrations in dance, sport, music and drama. Where touch is essential for safety reasons (eg with aquatic or gymnastic instruction), always tell the child or young person that you need to hold him/her in a particular way and seek his/her permission to do so.
- In some circumstances, staff may need to discourage younger children from inappropriate expectations of hugs or cuddles. This should be done gently and without embarrassment or offence to the child.

Non-physical intervention in managing behaviour

Non-physical intervention is the recognised means of managing the behaviour of children and young people. Where a problem with a child or young person's behaviour becomes apparent, non-physical interventions include:

- directing other children and young people to move away from the situation
- talking with the individual child or young person (asking the child or young person to stop the behaviour, and telling the child or young person what will happen if he/she does not stop)
- directing the child or young person to a safe place
- directing other children and young people to a safe place
- following the emergency plan

- sending for assistance from other staff, or in extreme cases, the police. Use of verbal directions is always preferred to physical intervention. It is not appropriate to make physical contact with a child or young person (eg pushing, grabbing, poking, pulling, blocking) in order to ensure they comply with directions. Staff working with preschool-age children must not hold children against their will (eg on their laps, between their legs or on the floor) to ensure attention at group time. Under no circumstances should staff engage in any form of conduct which might cause physical or emotional harm to children and young people.

Physical restraint where a child or young person's or adult's safety is threatened

Staff may make legitimate use of physical restraint if all non-physical interventions have been exhausted or are impossible in the circumstances and a child or young person is:

- attacking another child or young person or adult
- posing an immediate danger to him/herself or others.

Staff are to use physical restraint only as a last resort and not as a response to:

- property destruction
- disruption to the education or care activity
- refusal to comply
- verbal threats
- leaving the service's premises
- a need to maintain good order unless someone's safety is clearly threatened.

Use of appropriate physical force may be permitted to ensure that the employer's duty of care to protect children and young people and staff from foreseeable risks of injury is met. Common law defences such as self-defence and defence of others remain legitimate reasons for the use of physical restraint. All people have the right to defend themselves against an attack provided they do not use a disproportionate degree of force to do so. It may be a valid decision for staff not to use physical restraint in a situation involving several children and young people, or a physically larger child or young person, where staff believe that doing so would increase the likelihood of injury to themselves. In such cases, the staff member should shepherd other children and young people away from danger and seek immediate help from other staff or police. Staff are not expected to place their own safety at risk in responding to violence or aggression in others and are supported by Workplace Health and Safety legislation in making this judgment.

Safe practice when using physical restraint

The use of restraint with a child or young person in situations where the safety of others is threatened is to prevent injury. The restraint must be reasonable in the particular circumstances and must be in proportion to the circumstances of the incident. It must always be the minimum force needed to achieve the desired result, and take into account the age, stature, disability, understanding and gender of the child or young person. For example, if restraining a female, care should be taken to avoid contact with breasts. Parents should be informed at enrolment of the site's policy on physical restraint with children and young people and staff who may be expected to use physical restraint should access appropriate training.

Do	Don't
- Continue talking with the child or young person throughout the incident. Make clear that physical restraint will stop when it ceases to be necessary to protect the child or young person or others. - Grip clothing rather than the body, whenever possible. - Document incidents promptly and keep these records with the site leader. - The record should include: – the name of involved children and young people – location of incident – name of witnesses (staff and/or children and young people) – incident outline (including the child or young person's behaviour, what was said, steps taken, degree of force applied and how applied, reasoning for actions taken) – child or young person's response and the outcome – details of any injury or damage to property. - Inform parents promptly and fully of any incident involving the physical restraint of their child and provide them with the opportunity to discuss the matter at the time they are informed. - Ensure sector specific guidelines regarding other forms of documentation are followed, for example critical incident forms. - Provide/offer confidential debriefing, counselling support and Workplace Health and Safety documentation to all staff involved in incidents of restraint.	Don't use restraint that involves: – force applied to the head or neck – restrictions to breathing – punching – kicking – holding by the hair or ear – confining a child or young person in a locked room or limited space

Working with children and young people with additional needs or disabilities

All sections of this document require careful interpretation when applied to children and young people with additional needs or disabilities. For example, children and young people with intellectual disabilities may engage in a much wider range of physical and overtly sexual behaviours towards staff and other children and young people as a result of their disability. Similarly, staff will need to engage more often in physical contact and touch with these children and young people as a means of meeting their duty of care to them. In fact, touch itself may be an agreed form of communication between a child or young person, his/her parent and staff where the child or young person has a communication disability. Children and young people with disorders causing violent and unpredictable behaviours are likely to have formalised restraint procedures agreed to by staff and parents/carers. Toileting assistance or processes for changing clothes will be necessities for some children and young people.

Because of these differences, staff need to be more vigilant and thoughtful in their physical interactions with children and young people with additional needs or disabilities. Children and young people with disabilities are over-represented in the child protection system. Their vulnerabilities mean they have an increased reliance on the adults providing their care to protect them from harm. Immediately reporting any inappropriate behaviour towards children and young people from other adults is a critical obligation of staff and one that must not be delayed, minimised or delegated (see 'Staff responsibilities in responding to behaviour').

Education and care staff support children and young people with disabilities or special needs through various forms of individual plans. The common features of these plans are that they involve all people who deal with the child or young person on a regular basis, including other service providers, and they document the agreed strategies that are to be used in supporting the child or young person. These plans are particularly important when challenging behaviours, personal care and hygiene and special physical considerations are an issue at the site (eg toileting, transport within and beyond the site environment, situations where physical restraint is occasionally required). The possibility of restraint and the nature of that restraint for children and young people should be addressed in the individual plan as should alternative strategies for preventing harm to others. The plan process should involve the child or young person as far as possible. Staff likely to need to use physical restraint should access training specific to that requirement.

It is appropriate that different approaches are likely to be needed from staff in their interactions with children and young people with special needs or disabilities. For this reason, site behaviour codes or behaviour management policies need regular reviewing to ensure they reflect the needs of the children and young people accessing the site at any one time. Nevertheless, the basic principles outlined elsewhere in this document remain applicable to all children and young people. Staff have a duty of care to protect children and young people from physical and emotional harm and, while the ways of meeting the duty may differ for different groups, the duty itself remains unqualified. Staff are expected to meet this duty in a manner that respects the dignity of all children and young people as well as their vulnerabilities.

Cultural considerations

Different cultures have different attitudes and traditions surrounding the concept of appropriate touch. Staff have a responsibility to become as familiar as possible with the values of the various cultural groups enrolled in an education or care service. Many culturally-based community organisations are very keen to address staff about the values of their culture so as to establish optimum understanding and respect between parents, their children and staff at the site. It is critical that staff appreciate culturally specific expectations regarding touch so that embarrassment or offence can be avoided for everyone, and particularly for children and young people. Many children and young people attending education and care sites are recently arrived in Australia. Some have backgrounds of severe trauma, ranging from the observation of extreme physical violence and abuse to being victims of such violence and abuse themselves. The needs of these children and young people and their families are acute and the issue of establishing what will be received as appropriate, helpful touch is, therefore, all the more essential. Staff need to employ considerable diplomacy, care and effort in their interactions with the children and young people and families that are known or suspected to have escaped traumatic circumstances.

OSHC Code of Ethical Practice



Ethical Practice is the moral responsibility to make intentional choices that are right, good, virtuous, and just.

Ethical Principles

- Commitment to the provision of quality education and care
- Acknowledgment and respect of Aboriginal and Torres Strait Islander people, communities and their culture
- Valuing agency, human dignity and self-determination of children
- Holding high expectation for children's wellbeing and lifelong success
- Valuing inclusion and diversity for all children, families and community members
- Honouring strong collaborative relationships with children, families and people with whom we work
- Actively contributing to and supporting an ethical and professional workplace environment
- Valuing honesty and acting with integrity
- Lead and elevate the profession through commitment to the continual development of self and others

Ethical Practice

In relation to children, I will:

- Provide a stimulating, happy, safe and inclusive environment
- Foster friendships, self-esteem and confidence
- Respect the individuality and diversity of each child
- Attend to the needs of children as a priority
- Honour each child's right to play
- Advocate for children's right to learn and be independent
- Enable children to express their views on matters that affect them



In relation to myself as a professional, I will:

- Increase and demonstrate my knowledge of middle childhood and OSHC
- Continually lead my own learning and development, being committed to maintaining and enhancing a high level of competence
- Demonstrate behaviour that enriches the provision of care and advances the OSHC profession
- Recognise the importance of Aboriginal and Torres Strait Islander people, community, culture and the traditional owners of the land on which I work



In relation to families, I will:

- Encourage all families to collaborate with the development of the OSHC program
- Be supportive and responsive to the uniqueness of all families
- Communicate with honesty and integrity
- Maintain confidentiality and respect the right to privacy
- Support the cultural identity of all families, and respect each family's choices and goals for their children



In relation to my colleagues, I will:

- Create and foster a supportive, enjoyable work environment
- Strengthen relationships to enhance the learning and development of others
- Respond ethically to the challenges of working with others
- Collaborate on ideas and opportunities to enhance the workplace
- Contribute to the culture of reflective practice



In relation to communities, I will:

- Support citizenship opportunities for children
- Promote social and environmental awareness
- Encourage community involvement
- Provide a quality and professional OSHC program



In relation to management and my service, I will:

- Actively work to positively promote the service
- Support the service to meet the legislative and accountability requirements
- Contribute to and lead quality improvement
- Respect and support the significant responsibility that management hold within the service



Date of Development/review	Date Ratified	Date to be Reviewed
5/10/18	20/5/19	30/7/21

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;
- within the first two weeks of employment, the Co-ordinator will work closely with the new employee to ensure all Induction and Orientation training is provided and a checklist completed and signed off by the new employee and Coordinator/relevant training officer. Feedback on the effectiveness of the Induction and orientation process will be sought from the new employee by the Co-ordinator.
- 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.

Date Development/review of	Date Ratified	Date to be Reviewed
28/8/18	20/5/19	30/7/21

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 Approved Provider 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 Approved Provider, 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.

Date of Development/review	Date Ratified	Date to be Reviewed
13/3/19	20/5/19 No change	30/7/21

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;
- Parents and Citizens Associations' Award – State 2016 (P&C managed Services only),
- 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

Employees recruited as qualified staff, shall provide the Service with certified copies of their certificate of accredited and approved training, or, of enrolment in an approved course and available transcripts of coursework as completed.

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.

Date of Development/review	Date Ratified	Date to be Reviewed
28/8/18	20/5/19	30/7/21

8.13 Employee Health and Wellbeing

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;
- Work Health and Safety Act 2011 and Regulations 2011
- Duty of Care;
- NQS Area: 4.1; 7.1; 7.3;
- 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 **job role**.

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 whilst on the job shall report immediately to their supervisor and may be relieved from duties.

Employees who are injured whilst on the job shall report immediately to their supervisor and may be relieved from duties. An injury/illness/accident form (see 8.13.1) for employees should be completed. The Nominated Supervisor and/or Approved Provider shall make the relevant notification in the event of the injury escalating to a Workcover claim or a notifiable incident.

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.

Employees should maintain current immunisation status and may be required to provide the employer with a medical report detailing such status.

Date of Development/review	Date Ratified	Date to be Reviewed
10/9/18	20/5/19	30/7/21

8.13.1 Employee injury, accident, incident and illness record

Employee name: Time: Date:

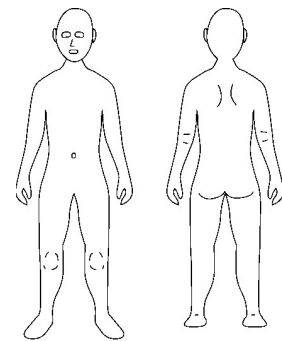
Details of accident:

.....
.....
.....
.....

Details of injury/trauma:

Cut	Abrasion/scrape	Bruise	Bite
Sprain	Break/fracture	Swelling	Burn
Rash	Concussion		

(indicate area on diagram)



Details of action taken including first aid and/or administration of medications.....

.....

Medical advice sought: NO YES details:

Treatment:

.....
.....

Other comments/witnesses:

.....
.....

Staff member signature:

Coordinator name and signature:

Workcover claim submitted: yes no

It is essential for the safety and wellbeing of employees that all accidents be accurately documented for future reference. Copies of any Workcover documentation should be attached to this form.

Date Development/review	of	Date Ratified	Date to be Reviewed
5/10/2018		20/5/19	30/7/21

8.13.2 Incidents Form

Office of Industrial Relations

Form 3 Incident notification form

V4.11-2013

*Work Health and Safety Act 2011**Safety in Recreational Water Activities Act 2011**Electrical Safety Act 2002*

Incident details

Incident type

Please refer to the guide to work health and safety incident notification or electrical safety incident notification web page for assistance.

This is to notify of a: ☐ death ☐ serious injury ☒ serious illness ☐ dangerous incident ☐ serious electrical incident
☐ dangerous electrical event

Provide an explanation of the type of incident using the categories on the **guide to work health and safety incident notification or electrical safety incident notification web page** (e.g. a category of 'serious injury' is 'immediate treatment for serious head injury'):

Incident date, time and location

Date of incident:

Incident address:

Time of incident:

Postcode:

Describe the specific location of the incident (e.g. aisle 3, plant operation room, tower crane the Elizabeth Street entrance side of the site.)

Description of the incident Please provide as much detail as possible, for instance: the events that led to the incident; the work being undertaken when the incident happened; the overall action, exposure or event that best describes the circumstances that resulted in the injury, illness, fatality or dangerous incident; the object, substance or circumstance which was directly involved in inflicting the injury, illness, death or dangerous incident; the name and type of any machinery, equipment or substance involved. Was anyone else involved? Was electricity or electrical equipment involved?

(Attach a separate piece of paper if necessary)

Did the incident involve licensed work (e.g. high risk work, electrical work?)

☐ No ☐ Yes Please provide details of the type of licensed work:

Is the workplace a registered major hazard facility? ☐ No ☐ Yes

Person's injury/illness and treatment details (if required)			
Mr ☐ Mrs ☐ Miss ☐ Ms ☐ First name:		Last Name:	
Date of birth:	/ /	Contact phone number:	
Residential address:	Unit/Building No.	Street No.	Street Name
	Suburb/Town/Locality		State Postcode
Occupation: (main duties)			
Relationship to the entity notifying ☐ Worker ☐ Self-employed ☐ Member of the public ☐ Labour hire worker ☐ Contractor ☐ Group training apprentice/trainee ☐ Other (please specify):			
Description of injury/illness:	(e.g. fracture, laceration, amputation, strain, electrical shock, burn, Q fever)		
Body location:	(e.g. wrist, lower back, internal organs)		
Did the person receive treatment following the injury/illness? ☐ No ☐ Yes Please describe treatment received:			
Where was the injured person taken for treatment?	(if applicable)		
Details of business or undertaking notifying of the incident			
Legal name of business:			
Trading name of business:			
ABN:		ACN:	
Business address:	Unit/Building No.	Street No.	Street Name
	Suburb/Town/Locality		State Postcode
Contact phone number:	Work hours: ()	Mobile:	
Business email address:			
Main business activity (e.g. furniture manufacture, domestic construction, steel warehousing, electrical installation)			
Main industry sector			
☐ Accommodation and food services ☐ Agriculture, forestry and fishing ☐ Construction ☐ Electricity, gas, water and waste services ☐ Health care and social assistance ☐ Manufacturing ☐ Professional, scientific and technical	☐ Rental, hiring and real estate services ☐ Transport, postal and warehousing ☐ Administrative and support services ☐ Arts and recreational services ☐ Education and training ☐ Financial and insurance services ☐ Information media and telecommunications	☐ Mining ☐ Public administration and safety ☐ Retail trade ☐ Wholesale trade ☐ Other services (please specify).	

Describe any actions taken immediately following the incident to prevent recurrence:
Describe any longer term action proposed to prevent a recurrence:

Notifier's details			
Mr ☐ Mrs ☐ Miss ☐ Ms ☐	First name:	Last Name:	
Position at workplace:		Contact phone number:	
Email:			
Is this the person that should be contacted for further information?			
☐ Yes ☐ No If no, please provide the name and contact details of the appropriate person should further information be required.			
Mr ☐ Mrs ☐ Miss ☐ Ms ☐	First name:	Last Name:	
Position:		Contact phone number:	

How to lodge the form

Notification must be by fastest possible means.

The options for lodgement are by email to whsq.aaa@oir.qld.gov.au or by fax to (07) 3874 7730.

NOTE: Notification to Workplace Health and Safety Queensland or the Electrical Safety Office is not a notification to WorkCover Queensland. Call 1300 362 128 if you have any questions about filling out the form. Please keep a copy of this form for your own records before submission.

PRIVACY STATEMENT: The Office of Industrial Relations respects your privacy and is committed to protecting your personal information. The information provided on this form is for the purpose of advising Workplace Health and Safety Queensland and/or the Electrical Safety Office of a reportable incident under the Work Health and Safety Act 2011, Electrical Safety Regulation 2002 or Safety in Recreational Water Activities Act 2011. This information will be managed within the requirements of the current state government privacy regime. Our office may be required to disclose your personal information to other regulatory agencies such as the Queensland Police Service, WorkCover Queensland and other agencies in accordance with other law enforcement activities which may be conducted as part of an investigation. Further information on our privacy policy is available at www.worksafe.qld.gov.au/Privacy.

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AE/11/17/3456

Office of Industrial Relations

www.worksafe.qld.gov.au

1300 362 128

Form 3 Incident notification form

ABN 13 846 673 994

3/3

Date of Development/review	Date Ratified	Date to be Reviewed
10/9/18	20/5/19	30/7/21

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 Belo;
- all forums and discussion boards;
- wiki's: Wikipedia;
- e-learning portals (i.e. 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.

Date of Development/review	Date Ratified	Date to be Reviewed
13/3/19	20/5/19 No change	30/7/21

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).

Date Development/review	of	Date Ratified	Date to be Reviewed
13/3/19		20/5/19 No change	30/7/21

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;
- Staying Healthy in Childcare.

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.

Date of Development/review	Date Ratified	Date to be Reviewed
28/8/18	20/5/19	30/7/21

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 uncoordinated;
- 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/Barbiturates;
- Benzodiazepines;
- 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 display:
 - 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 another 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 employee's 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.

Date of Development/review	Date Ratified	Date to be Reviewed
13/3/19	20/5/19 No change	30/7/21

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;
- pay rates above award;
- staff fee discount;
- 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>

Date of Development/review	Date Ratified	Date to be Reviewed
13/3/19	20/5/19 No change	30/7/21

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 emphasise 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

Date of Development/review	Date Ratified	Date to be Reviewed
13/3/19	20/5/19 No change	30/7/21

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

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

Community Management Solutions. (2013). *Workplace Bullying and Harassment Toolkit. Discrimination and Sexual Harassment Policy*.

Date of Development/review	Date Ratified	Date to be Reviewed
13/3/19	20/5/19 No change	30/7/21

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 jewelry, jewelry, 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 jewelry 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/@mrkt/documents/doc/uow146232.pdf>

Date of Development/review	Date Ratified	Date to be Review
13/3/19	20/5/19 No change	30/7/21

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>

Date of Development/review	Date Ratified	Date to be Reviewed
13/3/19	20/5/19 No change	30/7/21

8.23 Equal Opportunity and Anti-discrimination Policy

The service works to ensure that all decisions made promote equality of opportunity for everyone by protecting them from unfair discrimination in certain areas of activity, and from sexual harassment and certain associated objectionable conduct. This document details the

procedures and steps taken to promote both equal opportunity and anti-discrimination in the workplace.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Anti-Discrimination Act 1991 (QLD)
- NQS Area: 4
- 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

In accordance with the Anti-Discrimination Act 1991 (Qld) the prohibited grounds of discrimination on the basis of certain attributes includes discrimination on the basis of the following attributes:

(a) sex; (b) relationship status; (c) pregnancy; (d) parental status; (e) breastfeeding; (f) age; (g) race; (h) impairment; (i) religious belief or religious activity; (j) political belief or activity; (k) trade union activity; (l) lawful sexual activity; (m) gender identity; (n) sexuality; (o) family responsibilities; (p) association with, or relation to, a person identified on the basis of any of the above attributes.

When making decisions in regards to the workplace and workers, the executive and managers will demonstrate thoughtful decision making processes to minimise the potential for discriminatory practices of either a direct or indirect nature.

The executive and managers will ensure that all workers are treated on an equal opportunities basis having regard to the need and capacity of the business and any unreasonable hardship that may result as either an intended or unintended outcome of decisions.

Date of Development/review	Date Ratified	Date to be Reviewed
1/8/18	20/5/2019	30/7/21

8.24 Payment of Employees

The Approved Provider as the employer acknowledges the importance of ensuring that employees receive their correct payment of wages in a timely and efficient manner.

Relevant Laws and other Provisions

- Relevant Awards including:
 - Children's Services Award 2010
 - Parents and Citizens Associations Award – State 2016
 - Education Services (Schools) General Staff Award 2010
- Fair Work Act 2009
- Policies: 8.3 - Recruitment and Employment of Educators, 8.11 - Employee Leave Policy, 8.12 -Employee Performance Monitoring, Review and Management

Procedures

Award compliance

A current copy of the relevant award shall be available at the Service in a location accessible to employees.

All minimum conditions prescribed under the award shall be complied with.

The Service may seek membership with an appropriate advisory body in dealing with industrial relations matters.

Payments to employees

Employees will be required to submit a timesheet for approval to the employer or the employer's delegate by each fortnight on a Friday.

The timesheet will be reviewed within a 24-hour period and processed once approved.

Incomplete and inaccurate timesheets will not be approved and the employee will be requested to rectify the oversights within a reasonable timeframe.

Intentionally inaccurate timesheets may be considered fraudulent when hours claimed to have been worked, have not been worked.

Claims for additional hours must be approved by the employer prior to being worked, other than in the event of an emergency or unforeseen event such as a parent being late to collect a child. Additional hours will be accrued as TOIL and taken in accordance with the award.

Pay slips will be forwarded to an employee within one day of their pay being processed.

PAYG (Pay as You Go) summary, as required by the Australian Taxation Office, will be issued to employees at the end of each financial year recording the full years' worth of pay received from the employer.

Date of Development/review	Date Ratified	Date to be Reviewed
1/8/18	20/5/2019	30/7/21

8.25 Employee Remuneration and Entitlements

The Approved Provider recognises the value of a high-quality workforce and acknowledges the contribution that pay and conditions have on employee satisfaction and performance. The Approved Provider/Employer will ensure that all employees are appropriately remunerated and receive entitlements in accordance with conditions that are no less than those prescribed in the relevant award.

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
- Relevant Awards including:
 - Children's Services Award 2010
 - Parents and Citizens Associations Award – State 2016
 - Education Services (Schools) General Staff Award 2010
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- NQS Area: 4.2.1; 7.1; 7.3.
- Policies: 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.18 – Employee Retention Policy, 10.1 – Quality Compliance, 10.6 – Service Supervisor Certificate Policy, 10.5 – Approval Requirements under Legislation, 10.9 – Information Handling (Privacy and Confidentiality).

Procedures

Award compliance

A current copy of the relevant award shall be available at the service in a location accessible to employees.

All minimum conditions prescribed under the award shall be complied with.

The service may seek membership with an appropriate advisory body in dealing with industrial relations matters.

Negotiated above award conditions

To ensure the Approved Provider is able to provide a competitive employment arrangement recognising outstanding and/or exemplary performance including the capacity to retain qualified, experienced and skillful employees, as the employer, they may enter into negotiated arrangements with above award conditions for employees. In making such a decision, the employer will consider:

- Performance;
- Experience;
- Qualifications;
- Skills and knowledge;
- Efforts;
- Quality;
- Client satisfaction;
- Compliance history;
- Business, educational and change leadership; and
- Innovation and strategic planning.

Remuneration of the Responsible Person

Generally, remuneration as the Responsible Person is taken into account for award payments aligned to Coordinator/Director and Assistant Coordinator/Director roles.

Employees remunerated at lower levels who are asked to, are deemed capable of and agree to act as the Responsible Person-in-Charge, shall be remunerated an hourly award-based payment for acting in such a role as determined appropriate.

Entitlements and allowances management

Employees shall be paid entitlements and allowances in accordance with the Award. Employees shall be required to submit an entitlement and allowance claim form with their timesheet in the relevant pay period.

Kickbacks and Rewards Programs

Employees shall not be permitted to obtain any personal benefits such as kickbacks and rewards programs from purchases made by the employer for resources, equipment or other goods. All rewards programs connected with the Service shall be for the sole use of the Service unless otherwise approved by the employer.

Date of Development/review	Date Ratified	Date to be Reviewed
3/10/18	20/5/2019	30/7/21

8.25.1 Entitlement and Allowance Claim Form

Employee name: _____ Position: _____

Date	Travel from (starting point of journey):	Travelling to (destination):	Reason for travel (official business)	Km travelled	Office use only	
					Rate	Total
Date	Entitlement/ Allowance	Rate	Reason for entitlement	Days claimed		

Signature of Employee _____ Authorised by _____ Date _____

Date Development/review of	Date Ratified	Date to be Reviewed
1/8/18	20/5/2019	30/7/21

8.26 Higher Duties

The Approved Provider acknowledges that educators will from time to time be requested to act as the Responsible Person in Charge. In accordance with the Service's policy for determining the Responsible Person, it is acknowledged that an educator must provide informed consent prior to undertaking this additional responsibility. Those educators who provide consent to act in this position shall be remunerated at a level consistent with the additional responsibilities.

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
- Relevant Awards including:
 - Children's Services Award 2010
 - Parents and Citizens Associations Award – State 2016
 - Education Services (Schools) General Staff Award 2010
- Working with Children (Risk Management and Screening) Act 2000 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, 8.18 – Employee Retention Policy, 10.1 – Quality Compliance, 10.6 – Service Supervisor Certificate Policy, 10.5 – Approval Requirements under Legislation, 10.9 – Information Handling (Privacy and Confidentiality).

Procedures

The educator shall be provided with a clear position description that defines the differences in the responsibilities between the role of the educator and the additional duties of the responsible person in charge.

The educators performing higher duties must give their signed consent to undertaking this additional responsibility and this will be maintained on the service's Staff Record.

Remuneration for educators performing higher duties will be calculated as per the relevant award.

Date of Development/review	Date Ratified	Date to be Reviewed
1/8/18	20/5/2019	30/7/21

8.27 Employee Assistance Program

The Approved Provider acknowledges that educators may from time to time need emotional or psychological support. An Employee Assistance Program (EAP) will be accessed and made available to employees when/as the need for counselling arises. This Service will be free, professional and confidential for 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
- Family and Child Commission Act 2014
- Relevant Awards including:
 - Children's Services Award 2010
 - Parents and Citizens Associations Award – State 2016
 - Education Services (Schools) General Staff Award 2010
- Working with Children (Risk Management and Screening) Act 2000 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, 8.18 – Employee Retention Policy, 10.1 – Quality Compliance, 10.6 – Service Supervisor Certificate Policy, 10.5 – Approval Requirements under Legislation, 10.9 – Information Handling (Privacy and Confidentiality).

Procedures

Professional counselling from the designated Employee Assistance Program (EAP) will be sought to assist staff members through both personal and work-related problems, including:

- Work pressure issues;
- Emotional stress, anxiety, conflict, tension, and depression;
- Separation, divorce, or relationship difficulties;
- Child and family issues;
- Personal trauma;
- Grief and bereavement;
- Health and lifestyle issues (including drugs, alcohol and gambling); and
- Financial and legal referral.

All support will be provided by qualified, experienced professionals with extensive training in counselling and workplace consulting.

Date Development/review	of	Date Ratified	Date to be Reviewed
1/8/18		20/5/2019	30/7/21

POLICY GROUP NINE:

Parent, Family and Community Relationships

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 irrespective of 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

The Service and its employees will promote equality, cultural diversity and will be actively encouraged to understand individual children's backgrounds and provide opportunities and sensitivity 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.

Priority for places at the service is given to primary school age children between Prep and Grade 6.

If demand for places provided at this Service exceeds approved places, priority of access will be given based on guidelines provided by the Department of Education Children's Services Handbook (<https://www.education.gov.au/priority-allocating-places>):

- Priority 1 – A child at risk of serious abuse or neglect
- Priority 2 – A child of a single parent who satisfies, or of parents who both satisfy, the work, training, study test under section 14 of the A New Tax System (Family Assistance) Act 1999

- Priority 3 – Any other child

Within these main categories priority should also be given to the following children:

- Children in Aboriginal and Torres Strait Islander families
- Children in families which include a disabled person
- Children in families which include an individual whose adjusted taxable income does not exceed the lower income threshold of \$43,727 for 2015-2016, or who or whose partner are on income support
- Children in families from non-English speaking background
- Children in socially isolated families
- Children of single parents

A priority 3 child will only be asked to vacate a place to make room for a child with a higher priority if:

- The family has been notified of the priority of access requirements and that your Service follows this policy when the child first entered care; and
- The family is given at least 14 days' notice of the need for the child to vacate the place.

Date of Development/review	Date Ratified	Date to be Reviewed
28/8/18	20/5/2019	30/10/21

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;
- Other persons nominated with authority to collect the child from care;
- parental/guardianship and/or residential details (if any), including copies of relevant court orders;
- relevant health and medical details including food intolerances and medical management plans for children identified with medical conditions (anaphylaxis, asthma/diabetes) and 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]).

Date of Development/review	Date Ratified	Date to be Reviewed
28/8/18	20/5/2019	30/10/21

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 Approved Provider.

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 Approved Provider, 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).

Date of Development/review	Date Ratified	Date to be Reviewed
13/3/19	20/5/19 No change	30/10/21

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.

Date Development/review	Date Ratified	Date to be Reviewed
13/3/19	20/5/19 No change	30/10/21

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 Approved Provider, 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 Approved Provider 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 Approved Provider or the relevant Regulatory Authority for further guidance and/or assistance.

Date of Development/review	Date Ratified	Date to be Reviewed
28/8/18	20/5/2019	30/10/21

9.5.1 Complaints Management Flowchart



Serious e.g. alleging the safety, health or wellbeing of a child was or is being compromised; the law has been breached; risk to health, safety and wellbeing of child circumstance.	Moderate e.g. the service has made a commitment to provide a service to families such as homework supervision, the service has not been provided and the family is making a complaint	Minor e.g. the service has incorrectly charged a family for a session of care and accounts are typically correct
Consult relevant service policy and procedure (9.5 Complaints Handling) Refer the complainant to the service policy and the appropriate person in the organisation to receive the complaint	Consult relevant service policy and procedure (9.5 Complaints Handling)	Consult relevant service policy and procedure (9.5 Complaints Handling)
Immediately to: Nominated Supervisor Approved Provider Complete relevant service records	Immediately to: Nominated Supervisor Approved Provider Complete relevant service records	As soon as practical to: Nominated Supervisor Approved Provider Make a confidential note in an appropriate file
Within 24 hours to the complainant a formal acknowledgement of complaint articulating the actions that will be taken to remedy the situation and minimise re-occurrence Notify Regulatory Authority (NL01)	Within 24 hours to the complainant a formal acknowledgement of complaint articulating the actions that will be taken to remedy the situation and minimise re-occurrence	As soon as possible to the complainant notifying of the response and remedy
Reflect on the steps taken above and identify aspects of service delivery that may have contributed to the complaint and ways in which these can be minimised	Reflect on the steps taken above and identify aspects that were effective and also where opportunities for improvement have been identified	Reflect on the steps taken above and identify aspects that were effective and also where opportunities for improvement have been identified
Take immediate action to minimise the circumstances leading to the serious complaint from re-occurrence	Take action to improve areas identified and make records of those actions on the service's quality improvement plan	Take action to improve areas identified and make records of those actions on the service's quality improvement plan

Date of Development/review	Date Ratified	Date to be Reviewed
13/3/19	20/5/19	30/10/21

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.

Date of Development/review	Date Ratified	Date to be Reviewed
13/3/19	20/5/19 No change	30/10/21

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.

Date of Development/review	Date Ratified	Date to be Reviewed
13/3/19	20/5/19 No Change	30/10/21

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.

Date of Development/review	Date Ratified	Date to be Reviewed
13/3/19	20/5/19 No Change	30/10/21

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.

Date of Development/review	Date Ratified	Date to be Reviewed
13/3/19	20/5/19 No change	30/10/21

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.

Date of Development/review	Date Ratified	Date to be Reviewed
13/3/19	20/5/19 No change	30/10/21

9.11 Enrolment Management

The Approved Provider recognises the importance of ensuring that all families within the community have equal opportunity to access the OSHC facility and to receive a high-quality education and care experience from the service. It is also recognised that service approval and capacity dictates the number of children that can be safely and appropriately educated and cared for within the 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*
- *Family and Child Commission Act 2014*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*
- *NQS Area: 4.1.; 6.1, & 7.1;*
- *Policies: 2.14 – Bookings and Cancellations, 9.1 – Access, 9.2 – Enrolment, 10.1 – Quality Compliance, 10.5 – Approval Requirements under Legislation, 10.9 – Information Handling (Privacy and Confidentiality).*

Procedures

The service may need to implement an enrolment management plan under such circumstances when the demand for care in the community exceeds the capacity of the service approval for a session or multiple sessions of care.

The enrolment management plan will take action to:

- Devise and manage waiting lists giving priority to primary school children
- Maintain existing permanent enrolments;
- Prioritise permanent bookings over casual; and
- Seek opportunities where regular cancellations may create an opening for a family in need of a place.

Date of Development/review	Date Ratified	Date to be Reviewed
1/8/18	20/5/2019	30/10/21

POLICY GROUP TEN:

Management, Governance and Administration

10.1 Managing Compliance with the National Quality Framework (NQF)

As an education and care service, our Service strives to meet the National Quality Standard and the requirements for Approved Providers and Nominated Supervisors under the *Education and Care Services National Law Act, 2010 and Regulations 2011* in such a way as to best fulfill our responsibilities to educate and 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: 7 – Governance and Leadership

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 Approved Provider appoints the Nominated Supervisor to be responsible for day to day compliance with the NQF through:

- establishing systems and processes to ensure compliance with the NQF;
- providing ongoing training to all Service employees on compliance with the NQF;
- checking for, recording and acting on non-compliance by the Service or its employees (see Policy 10.31); and
- to monitor changes in the *Education and Care Services National Law Act, 2010 and Regulations 2011* and the National Quality Standard (or any specific quality elements) which may affect or require a change to any of the Policies and Procedures of the Service.

The Nominated Supervisor is to report on all NQF compliance matters to the Approved Provider.

The Service adopts a statement of 'Service Philosophy' (see Policy 1.1), as part of its Policies and Procedures, which reflects National Quality Framework compliance as a minimum, and which truthfully reflects the values promoted by the Approved Provider and the Nominated Supervisor within the Service.

In implementing this policy, the Nominated Supervisor and Approved Provider will ensure that all Educators within the Service:

- are consulted as appropriate in the development and modification of all relevant 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; and
- agree to adhere to all Service values, Policies and Procedures, through written terms of employment and role statements, including acknowledgement that repeated failure to comply may result in termination of employment (see Policy 8.19).

The Nominated Supervisor in conjunction with the Approved Provider 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 in accordance with Policy 10.31.

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.

A copy of the Education and Care Services National Law and National Regulations will be made accessible at the Service's premises at all times for use by the Approved Provider, Nominated Supervisor, staff members, volunteers and parents of children at the service.

Date of Development/review	Date Ratified	Date to be Reviewed
12/3/19	20/5/2019	30/1/22

10.2 Role and Composition of Sub Committee and/or Parent Advisory Group

The Approved Provider is required to set out clearly defined guidelines for any sub-committees or parent advisory groups established to support the effective operations of the Service. Whilst there are no obligations to operate with a sub-committee or parent advisory group, this policy recognizes the benefits that sub committees and parent advisory groups have to offer as active participants in decision making and policy review as appropriate.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Mayfield State School Parent and Citizens' Association Constitution for limitations and role of Management Committee, Sub Committee;
- Associations Incorporation Act, 1981 (Qld) may apply to your management committee;
- QCPCA P&C Operations Manual;
- Family and Child Commission Act 2014;
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- Associations Incorporation Act, 1981;
- NQS Area 7 -Governance and leadership;

Procedures

The Sub-Committee/parent advisory group may have a written Role Statement and Code of Conduct which forms part of the participation requirement for involvement in these groups.

The guidelines for any sub-committee and/or group will clearly state:

- the purpose of the sub-committee and/or group (objectives for establishment);
- the expectations of participation (including confidentiality and conduct);
- the extent of authority or decision making (delegations);
- the duration of the sub-committee and/or group including when the purpose of the group will be reviewed/evaluated to ascertain whether the objectives for establishment are being achieved;
- the reporting obligations to the Approved Provider (including minutes and meeting reports);
- any other matters deemed relevant to ensuring the group operates effectively.

The Service may regularly publicise details of the role, operation and composition of the Sub-Committee or parent advisory group and the right of parents and community members to stand for election/appointment.

Date of Development/review	Date Ratified	Date to be Reviewed
12/3/19	20/5/2019	30/1/22

10.3 Budgeting and Financial Planning

To ensure the effective and efficient management of the Service, the Approved Provider and Nominated Supervisor shall work collaboratively together to develop workable and responsible budgets and financial planning guidelines 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;
- Associations Incorporation Act, 1981, (Qld) may apply to your management committee;
- Accounting Manual for Parents & Citizens Associations
- Australian Government Child Care Provider Handbook
- NQS Area: 7- Governance and leadership;

Procedures

An annual Service budget will be prepared by the Nominated Supervisor, working in conjunction with the Approved Provider and other relevant employees. The Service budget will be tabled at the AGM.

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. Budgets will also be used to inform the setting of appropriate fees.

The Approved Provider and Nominated Supervisor may seek external expertise to inform budgets using relevant industry standards.

For budgeted expenditure processes see Policy 10.13.

See also Policy 10.4 Setting, reviewing and managing fees.

Date of Development/review	Date Ratified	Date to be Reviewed
12/3/19	20/5/2019	30/1/22

10.4 Setting, Reviewing and Managing Fees

This Service aims to provide a quality Service to families at a reasonable cost. The Approved Provider will set fees based on the annual budget required for the provision of quality Outside School Hours Care Service, in keeping with the Service's Philosophy Statement, program goals, and these Policies and Procedures. Child Care Subsidy is available to all families who meet eligibility guidelines (including residency, activity and immunisation).

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 Child Care Provider Handbook;
- National Quality Standard, Quality Area 7 – Governance and leadership

Procedures

Routine bookings shall be charged at the normal fee, as set by the Approved Provider. A routine booking shall be defined by a regular pattern of attendance throughout each term on one or more occasions per week.

Casual bookings shall attract a higher fee, as set by the Approved Provider, due to the nature of the booking and irregular pattern attendance, if the booking is made after 6pm the business day before.

A casual fee will be charged for excursion bookings made after the stated cutoff date in the Vacation care brochure.

Failure to advise that your child/ren will be absent, will incur an administration fee per family for each absence not advised.

Fee payments are due, for all days booked within 5 days of statements being issued.

The Service must issue a fee and entitlement statement to parents receiving Child Care Subsidy as reduced fees as per the Australian Government's Child Care Provider Handbook. This statement must include information on children's actual attendance times which is intended to help parents understand the relationship between the fees they are charged, the amount of subsidy paid to their child care provider on their behalf, and their out of pocket expenses.

Accepted payment methods include Debitsuccess, cash, or internet transfer. (Changes to the way fees are collected will be advised in accordance with National Regulation 172 which requires at least 14 days notice).

All monies will be banked on behalf of the Service as soon as possible after receipt.

Child Care Subsidy

The appropriate personnel will keep parents informed about the availability of Child Care Subsidy (CCS) by: -

- advising all parents of their option to apply for Child Care Subsidy with Centrelink through information provided in the Family Handbook; and
- making available information for parents in newsletters, on websites, through social media and by email.
- keeping a stock of information brochures available for parents.
- 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 personal information, as requested on the enrolment form, to be eligible for reduced fees. Full fees will be payable without the subsidy until the Service receives current and correct information from the family such as CRNs and that information has been acknowledged by Centrelink.

Credit for fees already paid will be made in accordance with the Australian Government's Child Care Provider Handbook.

All CCS records will be kept for 7 years from the last entry on the record in accordance with the Australian Government's Child Care Provider Handbook (see Policy 10.28).

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.

Overdue Fees

If there are outstanding fees of over \$50, or where no payment has been made in at least two (2) weeks: -

- in the first instance, the 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 the Service/Approved Provider will be sent;
- if no arrangements have been made the parent will be contacted by the Service/Approved Provider 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 may be referred to a collection agency or QCAT if payment of fees have not been received within the agreed timeframe; and
- 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.

- the Service/Approved Provider may, in its discretion, exclude the child temporarily or permanently from further attending the Service if the parents have not met the requirements as advised to them under the previous paragraph;

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 the 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.

Fee Increases

The Approved Provider will review fees annually and determine an appropriate fee increase as needed in accordance with policy 10.3 to ensure the ongoing financial viability and management of the Service. Notifications of fee increases will be made in accordance with National Regulation 172 which requires at least 14 days' notice.

Date of Development/review	Date Ratified	Date to be Reviewed
12/3/19	20/5/2019	30/1/22

10.5 Approval Requirements under Legislation

As part of the Service risk management and compliance obligations, the Approved Provider and the Nominated Supervisor/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- Governance and Leadership;

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, and will be responsible for the management and control of the 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; and
- 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; and
 - calculations verifying regulated space requirements.
- a right to occupy (see Policy 6.7 Occupancy Agreement)

As part of the Service Approval process, a Nominated Supervisor for the Service must be delegated, providing written consent to perform in this role (see Policy 10.6). A notification must be made to the Regulatory Authority about the Nominated Supervisor/s (see Policy 10.33) .

Whilst the Service provides, or aims to provide, education and care for school age children, the Approved Provider and the Nominated Supervisor 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.

The Approved Provider and the Nominated Supervisor 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 (by way of payment of annual fee) and kept current in accordance with the legislation; and
- the relevant current Provider Approval and Service Approval is kept on display at the Service whenever the Service provides education and care to children.

Date of Development/review	Date Ratified	Date to be Reviewed
12/3/19	20/5/2019	30/1/22

10.6 Nominated Supervisor

Mayfield State School P & C Association as the Approved Provider of Mayfield State School OSHC, acknowledges its obligation to appoint one or more individuals as Nominated Supervisor/s at the Service (National Regulation 24) following a determination of the person/s suitability to act as the responsible person/s in charge of the day to day operations at the service. In the absence of the Nominated Supervisor/s, other Educators working at the Service deemed suitable to perform the responsible person duties, will also be appointed.

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;
- Education and Care Services National Amendment Regulations 2017;
- NQS Area: 7- Governance and Leadership;

Procedures

Prior to the appointment of one or more individuals to be Nominated Supervisor/s at their OSHC service, the Approved Provider will determine a person/s suitability to be a Nominated Supervisor and to record and keep sufficient information as evidence of this determination (refer to 10.6.1 Determining the Nominated Supervisor Checklist, Delegation and Consent).

In determining a person's suitability to act as Nominated Supervisor, the Approved Provider will ensure that the person/s:

- be 18 years or over;
- have adequate knowledge and understanding of the provision of education and care to children (qualifications, skills and work experience); and
- Have ability to effectively supervise and manage an education and care service.

In determining a person's suitability to act as Nominated Supervisor, the Approved Provider will have regard to the person/s:

- Compliance history with the National law and other relevant laws (refer to Compliance History Statement on 10.6.3)
- Prohibition history (refer to Prohibition Notice Declaration template 10.6.4)
- Candidate references and referee checks

Written consent will be gained from individuals appointed as a Nominated Supervisor. The Nominated Supervisor Consent Form (refer to 10.6.2) will be completed and submitted to the Regulatory Authority via the National Quality Agenda IT System (NQA IT System).

When changes occur to Nominated Supervisor appointments at the OSHC service the Regulatory Authority will be notified through the NQA IT System in accordance with Policy 10.33 and ([National Regulation 35](#)).

If uncertainty or concern arises about a candidate's compliance history the Approved Provider will contact the Regulatory Authority and enquire if the person is subject to a prohibition notice in any state or territory.

If a matter or incident arises affecting the Nominated Supervisor's ability to meet minimum requirements a reassessment will be made of the person's suitability to be in the position.

The Approved Provider, and the Nominated Supervisor/s, may appoint other educators at the Service deemed to have the skill and ability, to act as the responsible person in day to day charge of the Service in the absence of the Nominated Supervisor/s or Approved Provider. (Refer Policy 10.22 – Determining the Responsible Person).

Information regarding the appointment of the Nominated Supervisor/s and Responsible Persons in Charge will be documented on the staff record of the Service (National Regulation 145 and 146).

References

- <http://files.acecqa.gov.au/files/NQF/ResponsiblePersonRequirements.pdf> accessed 26 Oct 2017
- <http://files.acecqa.gov.au/files/NQF/KeyChangesNotificationComplaints.pdf> accessed 26 Oct 2017

Date of Development/review	Date Ratified	Date to be Reviewed
13/2/19	20/5/2019	30/1/22

10.6.1 Determining the Nominated Supervisor Checklist, Delegation and Consent

Name: **Position:** Nominated Supervisor **Date of birth:** / / **(must be over 18)**

The Education and Care Services National Law Act 2010 requires that a Service has a Nominated Supervisor to operate. This is an ongoing obligation.

As the person with responsibility for the day-to-day management of an Approved Service, a Nominated Supervisor has a range of responsibilities.

A Nominated Supervisor's role is to:

- Have a sound understanding of the requirements and obligations set out under the Education and Care Services National Law Act (2010) and Regulations (2011);
- Ensure that the Service operates within the Education and Care Services National Law Act (2010) and Regulations (2011);
- Ensure the Service meets the National Quality Standard;
- Communicate all incidents involving children, educators or visitors to the Service to the Approved Provider within a reasonable timeframe;
- Respond to requests and enquiries from parents, educators and management; and

- Manage all aspects of the Service's operations in accordance with the Position Description provided.

Qualifications

Criteria	Details/Evidence	Yes/No
Must hold or be actively working towards a relevant qualification as per ACECQA register	☐ Detail qualification working towards or obtained (consider a 50% completion requirement as a better practice in determining the responsible person)	
First Aid, Asthma and Anaphylaxis	☐ Detail when completed and course code/s	
Working with Children Check	☐ Number, valid and expiry	

Knowledge

Criteria	Details/Evidence	Yes/No
Understanding of the Education and Care Services National Law Act 2010 and Regulations 2011	☐ Attending training ☐ Completed National Law/Regulation knowledge test/checklist	
Understanding of other relevant laws and provisions such as Child Protection, Work Health, Food Handling, etc.	☐ Attending training ☐ Completed knowledge test	
Knowledge (extensive) of service policies and procedures including opening/closing procedures	☐ Signed staff handbook and/or acknowledgement of service policy	

Skills

Criteria	Details/Evidence	Yes/No

Capacity to implement emergency and evacuation procedures	☐ Emergency procedure rehearsal review	
Ability to attend to parent inquiries (either directly or by referral)	☐ Training	
Capacity to supervise, manage and lead other educators	☐ Training	
Capacity to ensure the safety and wellbeing of all children being educated and cared for while they are the responsible person	☐ Training	
Ability to reflect and evaluate their performance as the Nominated Supervisor	☐ Can provide feedback and identify opportunities for improvement	

Work experience

Criteria	Details/Evidence	Yes/No
Demonstrated ability to respond to incidents involving children's health and safety	☐ Training ☐ Practical application	
Demonstrated ability to respond to incidents involving the health and safety of educators, volunteers and family members present at the service	☐ Training ☐ Practical application	
Demonstrated ability to effectively make written records of incidents	☐ Training ☐ Practical application	

Demonstrated ability to effectively communicate with children, families, staff and management	☐ Training ☐ Practical application ☐	
Demonstrated ability to effectively communicate with school and relevant authorities	☐ Training ☐ Practical application	
Demonstrated ability to understand and articulate practice	☐ Training ☐ Practical application	

National Law and Regulation knowledge confirmation

Educational programs

I understand that I am responsible to ensure educational programs are:

- based on and delivered in accordance with My Time, Our Place – Framework for School Age Care in Australia
- based on the developmental needs, interests and experiences of each child
- designed to take into account the individual differences of each child

Supervision and safety of children

I understand that I am responsible to ensure children are adequately supervised, are not subject to inappropriate discipline, and are protected from harms and hazards

Entry to and exit from the premises

I understand I am responsible to ensure children do not leave the education and care service premises except in accordance with the National Regulations (for example, with a parent, on an authorised excursion, or for emergency medical treatment)

I understand I am responsible to ensure that a parent of a child being educated and cared for by the service may enter the service premises at any time when the child is being educated and cared for by the service—except when: — permitting entry would pose a risk to the safety of the children and staff or conflict with the duty of the supervisor under the National Law, or — the supervisor is aware the parent is prohibited by a court order from having contact with the child

I understand I am responsible to ensure an unauthorised person (as defined in the National Law) is not at the service while children are present unless the person is under direct supervision

Food and beverages

I understand I am responsible to ensure adequate health and hygiene practices and safe practices for handling, preparing and storing food are implemented at the service to minimise risks to children

I understand I am responsible to ensure children being cared for by the service have access to safe drinking water at all times and are offered food and beverages on a regular basis throughout the day

I understand I am responsible to ensure that, where food and beverages are supplied by the service, they are: — nutritious and adequate in quantity — chosen with regard to the dietary requirements of individual children and ensuring that, where food and beverages are provided by the service, a weekly menu that accurately describes the food and beverages to be provided is displayed at the premises in a location accessible to parents

Administration of medication

I understand I am responsible to ensure that medication is not administered to a child being cared for by the service unless the administration is authorised (except in the case of anaphylaxis or asthma emergency) and is administered in accordance with the National Regulations.

Where medication is administered to a child without authorisation in a case of an anaphylaxis or asthma emergency, ensuring that a parent of the child and emergency services are notified as soon as practicable (note the discrepancy with the Queensland Drugs and Poisons Act and that the authorisation to administer in the event of an emergency is contained in the enrolment record)

Prescription and non-prescription drugs and alcohol

I understand that while educating and caring for children at the service, I must not consume alcohol or be affected by alcohol or drugs (including prescription medication) so as to impair my capacity to supervise or provide education and care to children

Sleep and rest

I understand my responsibilities in taking reasonable steps to ensure that the needs for sleep and rest of children are met, having regard to the ages, development stages and individual needs of children

Excursions

I understand my responsibility to ensure that a risk assessment is conducted before an excursion in accordance with the National Regulations, and specifically that the risk assessment is conducted before authorisation is sought to take a child on the excursion

Staffing

I understand my responsibility to ensure the prescribed educator to child ratios are met and each educator at the service meets the qualification requirements relevant to the educator's role

Consent:

I consent to take on the role

of Nominated Supervisor in day to day charge of Mayfield State School OSHC and make a declaration as follows:

- I have read the role description that forms part of this documentation and agree to the conditions outlined;

- I am confident in my knowledge and can perform all requirements of the role when placed in day to day charge of the service;
- I have not been subject to any other compliance actions or disciplinary proceedings under the Education and Care Services National Law Act (2010) and Regulations (2011).

Signature: _____ Date: / /

Designation by Approved Provider:

Name: _____ Position: _____

Signature: _____ Date: / /

Date Development/review	of Date Ratified	Date to be Reviewed
12/3/19	20/5/2019	30/1/22

10.6.2 Nominated Supervisor Consent Form

 Australian Children's Education & Care Quality Authority		Nominated supervisor consent form		NS01
1. Approved provider number	PR-			
Approved provider name				
2. Service approval number	SE-			
Service approval name				
3. Nominated supervisor contact details:	First name			
	Last name			
	Email			
	Mobile number			
	Phone number (Day time)			
	Date of birth	DD	MM	YYYY
The date of commencement as Nominated Supervisor		DD	MM	YYYY
4. Certified supervisor number: (WA only if applicable)	CS-			
Nominated Supervisor Declaration				
I, _____				
consent to being the Nominated Supervisor for _____ (name of education and care service)				
Signature _____ Date _____				
Privacy statement				
ACECQA and the regulatory authorities are committed to protecting personal information in accordance with the Privacy Act 1988 and the Australian Privacy Principles contained in the Privacy Amendment (Enhancing Privacy Protection) Act 2012.				
Information provided is being collected for the purposes of assessing this application or notification and may be provided to other authorities or government agencies in accordance with the National Law.				
ACECQA, the regulatory authorities and the Australian Government may publish information about you in accordance with the National Law.				

Date Development/review	of	Date Ratified	Date to be Reviewed
12/3/19		20/5/2019	30/1/22

10.6.3 Compliance History Statement for a Person in Day-to-Day charge (PIDTDC) or a Nominated Supervisor

It is not mandatory to use this form.

This form may assist when determining a person's suitability to be the nominated supervisor or to be placed in day-to-day charge of a service. Completed forms should be retained and stored.

1. Please provide information about any compliance action or disciplinary proceedings to which you have been subject under:

- the Education and Care Services National Law, including the Education and Care Services National Regulations, and
- any of the laws listed at Table 1 below, in any Australian state or territory.

2. Have you ever had a supervisor certificate that was subject to any conditions or suspended or cancelled by the regulatory authority?

☐ Yes – Please provide details below ☐ No

3. Are you or have you ever been subject to a prohibition notice under the *Education and Care Services National Law*?

☐ Yes – Please provide details below

☐ No

4. Have you ever held or applied for a licence, approval, registration, certification or other authorisation under the National Law which the regulatory authority refused, refused to renew, suspended or cancelled?

☐ Yes – Please provide details below

☐ No

I, [insert full name]

of [insert address]

and born on [insert date of birth] declare that:

1. the information provided in this statement is true and complete, and
2. I am aware that I may be subject to penalties under a Commonwealth or State or Territory Act if I provide false or misleading information.

Signature of person making the declaration:

Signed: Date/...../.....

Table 1	
Other relevant laws, including children's services laws, education laws, and former education and care services laws in any Australian state or territory	
Australian Capital Territory	<i>Children and Young People Act 2008 Education Act 2004</i> <i>Working with Vulnerable People (Background Checking) Act 2011</i>
New South Wales	<i>Children and Young Persons (Care and Protection) Act 1998 Education Act 1990</i> <i>Institute of Teachers Act 2004 Teaching Service Act 1980</i> <i>Commission for Children and Young People Act 1998</i>
Northern Territory	<i>Care and Protection of Children Act</i> <i>Care and Protection of Children (Children's Services) Regulations Education Act</i> <i>Teacher Registration (Northern Territory) Act and Regulations</i>
Queensland	<i>Child Care Act 2002 Child Care Act 1991</i> <i>Education (Accreditation of Non-State Schools) Act 2001 Education (General Provisions) Act 2006</i> <i>Education (Overseas Students) Act 1996</i> <i>Education (Queensland College of Teachers) Act 2005 Higher Education (General Provisions) Act 2008</i> <i>Family and Child Commission Act 2014</i>
South Australia	<i>Children's Protection Act 1993 Children's Services Act 1985</i> <i>Education Act 1972</i>
Tasmania	<i>Child Care Act 2001 Education Act 1994</i> <i>Teacher's Registration Act 2000</i> <i>Registration to Work with Vulnerable People Act 2013 Children, Young Persons and their Families Act 1997</i>
Victoria	<i>Children's Services Act 1996</i> <i>Education and Training Reform Act 2006</i> <i>Working with Children Act 2005</i>
Western Australia	<i>Child Care Services Act 2007</i> <i>Child Care Services Regulations 2007 School Education Act 1999</i> <i>Western Australian College of Teaching Act 2004</i> <i>Working with Children (Criminal Record Checking) Act 2004</i>

Date of Development/review	Date Ratified	Date to be Reviewed
12/3/19	20/5/2019	30/1/22

10.6.4 Prohibition Notice Declaration for Prospective Staff Members

- The declaration may be completed by any prospective staff member seeking employment or engagement with an education and care service
- This form is designed to support approved providers to ensure they do not engage or employ a person who is prohibited from working in an education and care service, in line with Section 188 of the Education and Care Services National Law
- Completed forms should be retained and stored by the approved provider to support compliance with Section 188 of the Education and Care Services National Law
- Please note this form does not need to be lodged with the regulatory authority

Part A Personal Details

1. Please complete the following

Title	-----	First Name	-----
Last Name	-----	Mobile Number	-----
Phone Number	-----	Date of Birth	-----
Email	-----	DD/MM/YYYY	-----
Address	-----		
Suburb	-----		
State	-----	Postcode	-----

2. Please provide details of any former names or other names you may be known by:

3. Are you currently subject to a prohibition notice under the Education and Care Services National Law?

☐ Yes ☐ No

Please note that under section 187 of the Education and Care Services National Law, a person who is subject to a prohibition notice is not allowed to work for or be engaged by an education and care service or carry out any other related activity.

4. Are you currently prohibited or restricted from working with children under any other law?

☐ Yes ☐ No

Part B Declaration

I, ...[insert full name of person signing the declaration]
 declare that:

1. the information provided on this form is true, complete and correct
2. the approved provider or a representative of the approved provider is authorised to verify any information provided in this form
3. I am aware that under the Education and Care Services National Law penalties apply if false or misleading information is provided.

Signature of person making the declaration:

Signed at:[place] on the[date]

Signature of witness: Name of witness:

Date of Development/review	Date Ratified	Date to be Reviewed
12/3/19	20/5/2019	30/1/22

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 Minimisation) and will ensure there is 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 Approved Provider or board or other governing body. Take expert advice if you are unsure of this;
- Work Health and Safety Act 2011 and Regulation 2011;
- NQS Area: 7- Governance and Leadership;

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.

Appropriate cover will be taken for building and contents (including loss of cash from premises or in transit) and other insurances.

Appropriate cover will be taken to protect management liability for the Approved Provider.

(Note to users of the Manual: what is adequate insurance for your Service will depend entirely on the specific details of your service. You must take advice from an independent broker or insurance adviser to determine this in the context of your own Service.)

All insurance will be purchased through a reputable broker or agent.

The Approved Provider will request the Nominated Supervisor each year to gather such information as necessary to enable an informed assessment and decisions on the insurance needs of the Service.

The Nominated Supervisor will provide the insurer with relevant details of activities and excursions undertaken as required.

A certificate of currency shall be kept on file at the Service and updated annually.

The Approved Provider 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 Nominated Supervisor will notify the Approved Provider immediately.

If directed by the Approved Provider, the Nominated Supervisor 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.

Date of Development/review	Date Ratified	Date to be Reviewed
12/3/19	20/5/2019	30/1/22

10.8 Information Handling (Privacy and Confidentiality)

In providing education and care, the Service obtains and deals with personal and sensitive information relating to families, children, staff and others. The Service respects the privacy of all individuals and seeks only information, which it needs to protect and care for children, 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;
- Family and Child Commission Act 2014
- Privacy Act 1988 and Regulations 2013
- NQS Area: 7

Procedures

Through this policy and Policy 10.24 the Service complies with the Australian Privacy Principles under the *Privacy Act, 1988 and Regulations 2013*.

The Service gathers only the information it needs in order to provide its services and protect and care for children, families 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; and

- personal information for children and families including Centrelink Reference Numbers, names, addresses and contact details for family members and authorized nominees 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 for the use of the information by the Service in connection to its operations, delivering the program and complying with its Duty of Care to children, employees and other persons, including those giving the information.

The Service will 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. Families should not unnecessarily refuse relevant and appropriate information to be shared, which will improve the Service's capacity to meet children's individual needs in the education and care environment.

The Service protects the rights of the individual's privacy by ensuring that information collected is stored securely in a locked filing cabinet or is password protected if on a computer, device or online.

Records held by the Service are only to be accessed by persons who need them for the proper conduct of the Service and to fulfill the Service's Duty of Care and responsibilities to the children and families.

All records pertaining to any child incident, illness, injury or trauma will be kept until the child reaches the age of 25 in accordance with Policy 10.28.

The Nominated Supervisor will ensure that children's records are reviewed and updated at least twice per year and otherwise 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
- use and accessibility of personal information is monitored closely.

Confidentiality will also be taken into account with the verbal sharing of information between the Approved Provider, Nominated Supervisor and employees of the Service. Sensitive information will be on a need to know basis taking into account the Service's Duty of Care.

Date Development/review	of	Date Ratified	Date	to	be
			Reviewed		
8/4/19		20/5/2019		30/1/22	

10.9 Risk Management and Minimisation

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 a risk awareness, including by identifying and managing material risks and ensuring compliance as far as reasonably possible with all such 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;
- 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;
- Family and Child Commission Act 2014
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- Work Health and Safety Act 2011 and Regulations 2011
- NQS Area: 7

Procedures

The Approved Provider will, in conjunction with the Nominated Supervisor 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;
- working with children 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; and
- maintenance of equipment and facilities;

The Approved Provider, in conjunction with the Service Nominated Supervisor/Co-ordinator, will develop and manage, through its regular meetings, an annual rolling program of reviews of all of the Policies and Procedures of the Service, to ensure that they comply with relevant requirements.

The Nominated Supervisor, or his/her delegate, (see Policy 10.1) is responsible to monitor changes in current laws and other regulatory requirements. To do this, the Nominated Supervisor will proactively and fully inform her/himself, through subscribing to appropriate information services and industry bodies and attending all relevant and appropriate forums for discussing these issues.

The Nominated Supervisor 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 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 assessment and 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

Risks will be managed in identified 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 assessment and management/minimisation plans for possible emergency situations (e.g. fire, flood). Management plans may include strategies for overnight stays and/or food restrictions; and
- creating a 'storm pack' including a torch and batteries, radio, rations 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; and
- 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. A media contact person will be appointed to manage the communication to ensure consistency of information and reduction in misinformation and speculation; and
- notifying the Regulatory Authority.

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 (see also Policy 10.31)

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.

The Approved Provider 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 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.

Date Development/review	of	Date Ratified	Date to be Reviewed
8/4/19		20/5/2019	30/1/22

10.10 Managing Compliance with General Laws and Regulations

The Service recognises that strategies must be in place to ensure ongoing compliance with relevant general 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 implements and monitors compliance processes.

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
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- Australian Government Department of Education Children's Services Handbook
- Privacy Act 1988 and Regulations 2013
- Work Health and Safety Act 2011 and Regulations 2011
- NQS Area 7;

Procedures

In addition to compliance with the Education and Care Services National Law, 2010 and Regulations 2011 (see Policy 10.1), the Service shall actively work towards compliance with:

- Family Assistance Law (Child Care Subsidy);
- Family and Child Commission Act 2014
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- Work Health and Safety Legislation;
- Child Protection Legislation; and
- Any other legislation that impacts or prescribes how the provision of OSHC should be conducted.

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; and
- 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 at 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 for Child related Employment blue card.

Prospective paid employees shall not be engaged to work at the Service without being in receipt of a current blue card/or an application has been submitted for a blue card. A copy of the blue card shall be maintained at the Service.

A blue card register will be maintained at the Service containing the copies of blue cards of all employees, volunteers and executive members of Management. The register shall be referred to by their Nominated Supervisor/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 blue card linked to the Service. They may also require a card issued for paid or business operating purposes.

All employees, volunteers and executive members of management shall be provided with information regarding their responsibilities in holding a blue card.

- Note to Users of the Manual – in this policy, “general” refers to legislation other than the Education and Care Services National Law Act 2010 and Regulations 2011

Date Development/review	Date Ratified	Date to be Reviewed
8/4/19	20/5/2019	30/1/22

10.11 Approved Provider Code of Conduct

The Service expects that all members of the Approved Provider shall conduct themselves in such a way that is professional and in accordance with the philosophy and policies of the Service. The Approved Provider members 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 members of the Approved Provider as the governing body 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;
- The entity's constitution
- NQS Area: 7;

Procedures

The Approved Provider shall be provided with a copy of the Service's code of conduct prior to commencing their position.

The Approved Provider shall be expected to read the document and indicate that they have understood all of the conduct requirements by signing the agreement.

The Approved Provider 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 in accordance with the grievance policy of the Service and/or the organisation's constitution.

Date of Development/review	Date Ratified	Date to be Reviewed
10/4/19	20/5/2019	30/1/22

10.12 Information Technology

The Service acknowledges and recognises the important roll information technology in society today and therefore aims to have suitable policies and procedures in place to ensure that information technologies are 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 and Regulations 2013;
- Duty of Care;
- Family and Child Commission Act 2014;
- Child Protection Act 1999 and Regulations 2000;
- NQS Area: 7;

Procedures

Information technology are acknowledged as valuable learning tool for children attending school age care services and shall be included as an appropriate part of the overall program when accessible.

Information technologies may include computer equipment, games, internet access and other forms of communication technologies including mobile phones and cameras.

Information technologies 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 of children.

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.

Refer to Policies 10.26 for Service Social Media management and 8.14 for employee Social Media Management.

Date Development/review	of	Date Ratified	Date	to	be
			Reviewed		
10/4/19		20/5/2019		30/1/22	

10.13 Procurement and Purchasing

The Service Management seeks to implement measures which provide financial protection and minimise the risk of fraudulent, inappropriate or negligent financial practices. Such policy seeks to protect the financial reputation of the organization and its ongoing viability. The Service takes a responsible approach to.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Accounting Manual for Parents & Citizens' Associations;
- Purchasing Policies and Procedures for Parents and Citizens' Associations;
- NQS Area: 7

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; and
- ethical behaviour and fair dealing.

General purchasing for day to day operational items such as groceries, consumables, arts and crafts materials and replaceable items such as sports equipment shall be done in accordance with the approved Service budget by the Nominated Supervisor. The Approved Provider shall ensure that the Nominated Supervisor has access to accounts for the efficient purchasing of day to day items.

Other purchase requests must be in writing to the Approved Provider of the Service. The responsibility for ordering shall be with the Service Nominated Supervisor or Administrator.

While ordering and purchasing authority is restricted to the Nominated Supervisor and/or Administrator, such authority may be transferred should other employees be required to act up in this position, but shall be limited to amounts of no greater than \$300. This may include purchasing through petty cash or the appropriate use of the Service accounts e.g. grocery account.

The purchase value of single items over \$500 should be approved by the Executive prior to purchase, even if the items have been included in the Service's annual operational budget.

All purchases over \$5,000 shall require two written quotes or research evidence, and purchases over \$20,000 shall require three written quotes or research evidence depending on the scope of the purchase.

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.

Authorisation for purchases of single items over \$500 may be approved in events of emergency where two approved members of the executive have been contacted and agreed to the expense. Documentation of such discussion shall be made and presented at the next Approved Provider meeting.

All purchases and payments shall be accompanied by a purchase requisition which shall include the following information:

- date of purchase;
- supplier;
- persons requesting purchase;
- authorisation by two approved members of management; and
- purchase total.

Date of Development/review	Date Ratified	Date to be Reviewed
10/4/19	20/5/2019	30/1/22

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:

- A New Tax System (Family Assistance) Act 1999;
- Privacy Act 1988 and Regulations 2013;
- NQS Area: 7;

Procedures

The Nominated Supervisor and/or Administrator shall be responsible for conducting a daily/weekly backup of the entire computer system. Some childcare management programs are web based (e.g. 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 device.

Record of the backup shall be maintained in a register and signed by the Nominated Supervisor or Administrator. The backup shall be taken off site by the Nominated Supervisor/Administrator and returned to site on the following working day.

The Approved Provider shall provide the Nominated Supervisor with an appropriate lockable box in which to store the backup while off site to ensure information is safe, secure and inaccessible to public.

Services may use web based (cloud) data storage systems for back-up and archiving of records. Records of back-up dates and times should be made with access to these records limited to the Approved Provider and the Nominated Supervisor and/or Administrator. To ensure the safety and security of Service records, password protection may be necessary

Storage of computer data shall be carried out in accordance with any requirements of the organisations 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 (external drives and back-ups) shall be checked weekly to ensure appropriate functioning.

Date of Development/review	Date Ratified	Date to be Reviewed
10/4/19	20/5/2019	30/1/22

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:

- Accounting Manual for Parents and Citizens' Associations (for P&C managed services)
- Support Guide for P&C's (for P&C managed services)
- NQS Area: 7;

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 if they are damaged, aged or unsuitable for their purpose.

In the event that items are disposed of or written off, such items shall be reported to management using appropriate formats such as financial report or Nominated Supervisor report and shall be duly recorded in the asset register.

The register shall be reviewed and updated annually in accordance with the financial year of audit.

Stock takes of consumable items owned by the Service such as food or arts and crafts materials will be conducted as required but no less than annually or audit purposes.

Date Development/review of	Date Ratified	Date to be Reviewed
10/4/19	20/5/2019	30/1/22

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'

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 word's '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.

All written materials shall be marked "draft" until ratified and endorsed by the Approved Provider.

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.

Date of Development/review	Date Ratified	Date to be Reviewed
10/4/19	20/5/19	30/1/22

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 and therefore management will review Service operations regularly and take a planned approach to the organisations 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;
- Accounting Manual for Parents and Citizens' Associations;
- Support Guide for P&C's
- NQS Area: 7;

Procedures

The Approved Provider together with the Nominated Supervisor shall plan an annual meeting to strategically review operations and to take a planned approach to the organisations' future.

The strategic plan will include as a minimum, statements and plans for each of the following areas:

- Mission – Why we exist
- Vision – What we aspire to be
- Values – What we believe in
- Strategic Directions – What we want to focus on
- Outcomes/Goals/Objectives – What we want to achieve

- Success Indicators – How we will know we have been successful
- Operations Plan – What we need to do, when, by whom, with what

Service management may seek external support and advice in the development of a strategic and operations plan as required.

Date of Development/review	Date Ratified	Date to be Reviewed
10/4/19	20/5/19	30/1/22

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 its duty of care, whilst 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: 7;

Procedures

The Service shall request that all families provide, upon enrolment of their child, certified copies of any parenting plans and court 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 parenting plans and court orders which may impact on the Service to implement a duty of care.

The Service shall inform all employees of the intent of the parenting plans and/or 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 the Service who have parenting plans or court orders in place are responsible for ensuring they comply with these requirements. The Service shall endeavour to release children within the conditions as outlined in these documents and 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 principles and as reflected in Policies 10.8 and 10.24.

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.

Date Development/review	of	Date Ratified	Date	to	be
			Reviewed		
10/4/19		20/5/19		30/1/22	

10.19 Policy Development, Sourcing and Review

The Service acknowledges the need for ongoing policy development and review. This includes recognizing 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 (National Regulations 168, 170, 171 and 172);
- NQS Area: 7;

Procedures

The Service shall develop Policies and Procedures, which reflect the true nature of the Service's operations.

The Service shall ensure that generic policy documents, samples and templates accessed are reviewed and customised to meet the individual and unique circumstance of the Service.

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 take into considerations other provisions 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, in accordance with a schedule determined by the Service or as deemed necessary.

Policies shall be dated at ratification and for review.

The Approved Provider will ensure that parents of children enrolled at the Service are notified at least 14 days before any policy or procedure referred to in National Regulation 168 takes effect.

Date of Development/review	Date Ratified	Date to be Reviewed
10/4/19	20/5/19	30/1/22

10.19.1 Policy Review Schedule

Reviewing policies is essential to effective Service management and quality improvement (NQS 7). This policy review schedule is a cumulative record of policies identified for review either due to legislative changes, arising issues and change of practice and/or the ongoing cycle of reflection and improvement. All policies should be reviewed for currency within a maximum timeframe of 3 years if not identified sooner.

Policy Group 1: Service Philosophy and Goals

Number	Policy Title	Review Date	Reason for review	Amendments Yes/No (detail as required)	Reviewer/s initials	Date endorsed by P & C Executive
1.1	Philosophy Statement					
1.2	Goals					

Policy Group 2: Children

Number	Policy Title	Review Date	Reason for review	Amendments Yes/No (detail as required)	Reviewer/s initials	Date endorsed by P & C Executive

2.1	Respect for Children					
2.2	Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm					
2.3	Educator Ratios					
2.4	Arrivals and Departures of Children					
2.5	Reporting of Child Abuse			.		
2.6	Behaviour Support and Management					
2.7	Exclusion for Behavioural Reasons					
2.8	Anti-bullying					
2.9	Inclusion and Anti-bias					
2.10	Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm					
2.11	Including Children with Special/Additional					

	Needs					
2.12	Managing Duty of Care – Children who arrive at the service without a booking					
2.13	Use of Photographic and Video Images of Children					
2.14	Bookings and Cancellations					
2.15	Children's Property and Belongings					
2.16	Promoting Protective Behaviours					
2.17	Children Accessing the Internet					
2.18	Cyber-Bullying					
2.19	Children's Media Viewing					
2.20	Supervision of Children					
2.21	Children's Transitions to OSHC					
2.22	Departures of Children with Self-Care or Sibling Care					

	Arrangements					
2.23	Interactions and Relationships with Children					
2.24	Children's Participation and Decision Making					
2.25	Statement of Intent for Children's Play					

Policy Group 3: Program

Number	Policy Title	Review Date	Reason for review	Amendments Yes/No (detail as required)	Reviewer/s initials	Date endorsed by P & C Executive
3.1	Educational Program Design and Implementation					
3.2	Program Evaluation					
3.3	Educator Practice					
3.4	Homework					
3.5	Excursions					
3.6	Transport for Excursions					
3.7	Physical Activity					

3.8	Extra-curricular Activities					
3.9	Creative and Expressive Arts					
3.10	Ethical Observational and Documentation					
3.11	Escorting Children					
3.12	Environmental Responsibility					
3.13	Water Activities and Safety					
3.14	Valuing Diversity, Culture and Reconciliation					
3.15	Cooking with Children					

Policy Group 4: Health and Wellbeing

Number	Policy Title	Review Date	Reason for review	Amendments Yes/No (detail as required)	Reviewer/s initials	Date endorsed by P & C Executive
4.1	General Health and Safety					
4.2	Infectious Diseases					

4.3	Hygiene					
4.4	Preventative Health and Wellbeing					
4.5	Incident, Illness, Injury or Trauma					
4.6	Medication					
4.7	Keeping of Animals					
4.8	Sun Safety					
4.9	Children's Toileting					
4.10	Anaphylaxis Management					
4.11	Emergency Health and Medical Procedure Management					
4.12	Non Smoking					
4.13	First Aid Waste Management					
4.14	Infectious Diseases Response Strategy					
4.15	Asthma					

4.16	Vehicle Restraint					
4.17	Medical Conditions					
4.18	First Aid					
4.18.1	Sample Medical Conditions Risk Minimisation Plan					
4.19	Childhood Immunisation					
4.20	Sleep and Rest					
4.21	Supporting Mental Health and Wellbeing					

Policy Group 5: Food and Nutrition

Number	Policy Title	Review Date	Reason for review	Amendments Yes/No (detail as required)	Reviewer/s initials	Date endorsed by P & C Executive
5.1	Food Handling and Storage					
5.2	Food and Nutrition					
5.3	Food Act Compliance					
5.4	Food Safety					

	Program					
5.5	Cleaning and Sanitising					
5.6	Menu Development					

Policy Group 6: Provision and Safety of Facilities

Number	Policy Title	Review Date	Reason for review	Amendments Yes/No (detail as required)	Reviewer/s initials	Date endorsed by P & C Executive
6.1	Space and Facilities Requirement					
6.2	Provision of Resources and Equipment					
6.3	Workplace Health and Safety					
6.4	Shared Facilities					
6.5	Use and Maintenance of Air Conditioning					
6.6	Management of Poisonous Plants and Fungi					
6.7	Occupancy Agreement					

6.8	Maintenance of Facilities					

Policy Group 7: Emergencies

Number	Policy Title	Review Date	Reason for review	Amendments Yes/No (detail as required)	Reviewer/s initials	Date endorsed by P & C Executive
7.1	Emergency Equipment and Facilities					
7.2	Drills and Evacuations					
7.3	Harassment and Lockdown					
7.4	Fire Safety Compliance					
7.5	Extreme Weather					
7.6	Emergency Closure					

Policy Group 8: Educators, Staff Members and Volunteers

Number	Policy Title	Review Date	Reason for review	Amendments Yes/No (detail as required)	Reviewer/s initials	Date endorsed by P & C Executive
8.1	Role and Expectations of Educators					

8.2	Educational Leader					
8.3	Recruitment and Employment of Educators					
8.4	Educator Professional Development and Learning					
8.5	Volunteers					
8.6	Employee and Volunteer Grievance					
8.7	Workplace Harassment and Bullying					
8.8	Employee Performance Monitoring, Review and Management					
8.9	Employee Professional Conduct and Protective Practices					
8.10	Employee Orientation and Induction					
8.11	Employee Leave					

8.12	Employee Qualifications – Monitoring Progress					
8.13	Employee Health and Wellbeing					
8.14	Employee Online Social Networking					
8.15	Children of Employees					
8.16	Employee Immunisation					
8.17	Fit for Work					
8.18	Employee Retention Policy					
8.19	Employee Counselling and Disciplinary Procedures					
8.20	Workplace Sexual Harassment					
8.21	Educator Uniform and Personal Presentation					
8.22	Educator Interactions with Families – Professional					

	Boundaries					
8.23	Equal Opportunity and Anti-Discrimination					
8.24	Payment of Employees					
8.25	Employee Remuneration and Entitlements					
8.26	Higher Duties for Employees					
8.27	Employee Assistance Program					

Policy Group 9: Parent, Family and Community Relationships

Number	Policy Title	Review Date	Reason for review	Amendments Yes/No (detail as required)	Reviewer/s initials	Date endorsed by P & C Executive
9.1	Access					
9.2	Enrolment					
9.3	Communication with Families					
9.4	Communication with Community					
9.5	Complaints Handling					

9.6	Parent and Community Participation					
9.7	Management of Intoxicated or Persons Under the Influence					
9.8	Parent Conduct					
9.9	Acceptance and Refusal of Authorisations					
9.10	Visitors					
9.11	Enrolment Management					

Policy Group 10: Management and Administration

Number	Policy Title	Review Date	Reason for review	Amendments Yes/No (detail as required)	Reviewer/s initials	Date endorsed by P & C Executive
10.1	Managing Compliance with the National Quality Framework (NQF)					
10.2	Role and Composition of Management Committee (Sub Committee) and /or Parent Advisory Group					
10.3	Budgeting and Financial					

	Planning					
10.4	Setting, reviewing and managing fees					
10.5	Approval Requirements under Legislation					
10.6	Nominated Supervisor					
10.7	Insuring Risks					
10.8	Information Handling (Privacy and Confidentiality)					
10.9	Risk Management and Minimisation					
10.10	Managing Compliance with general laws and other provisions					
10.11	Management Code of Conduct					
10.12	Information Technology					
10.13	Procurement and Purchasing					
10.14	Record Back-up and Off-site Information					

	Handling					
10.15	Asset Management					
10.16	Intellectual Property and Copyright					
10.17	Strategic Planning					
10.18	Court Orders and the Release of Children in Care					
10.19	Policy Development, Sourcing and Review					
10.20	Environmental Management					
10.21	Service Closures					
10.22	Determining the Responsible Person					
10.23	Managing requests for information					
10.24	Privacy Policy					
10.25	Single Staff Member					
10.26	OSHC Service Social Media					

	Guidelines					
10.27	Self Assessment and Quality Improvement					
10.28	Record Keeping and Retention					
10.29	Hardship and Administration of Additional Child Care Subsidy					
10.30	Conflict of Interest					
10.31	Managing instances of Non-Compliance and Policy/Procedure breaches within the Service					
10.32	Appropriate Governance					
10.33	Managing Notifications					
10.34	Administration of Child Care Subsidy (CCS)					
10.34,1	Personal information and consent form for information collection for CCS					

Date of Development/review	Date Ratified	Date to be Reviewed
10/4/19	20/5/19	30/1/22

10.20 Environmental Responsibility

The Service takes a proactive approach to Environmental Management in order to minimize the impact of its activities on the environment. This is demonstrated through a commitment to developing and implementing practices with support, 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;
- Work Health and Safety Act 2011 and Regulations 2011
- NQS Area: 7;

Procedures

The Approved Provider, in consultation with the Nominated Supervisor, will develop and implement practices to minimise the impact of the Services activities on the environment and to promote environmental responsibility. This may include a plan which describes the Services practices in relation 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, parents and children in regards to issues affecting the way the Service is dealing with and managing environmental issues.

The Service will encourage links and networking with parents 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.

Date of Development/review	Date Ratified	Date to be Reviewed
10/4/19	20/5/19	30/1/22

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 DET Child Care Provider Handbook
- NQS Area: 7;

Procedures

The Service will operate as per the approved and advertised opening hours for each session of care where Child Care Subsidy is claimed unless approval is given by the regulatory authority (Queensland Government Department of Education - Early Childhood Education and Care) 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 (Department of Education - Early Childhood and Community Engagement) and the Australian Government Department of Education and Training.

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 the Approved Provider and/or emergency Services personnel, if relevant.

In the case of closure of the Service, the Nominated Supervisor will:

- contact families to collect the children from the Service;
- ensure the safety of all children and Educators involved; and

- notify the Regulatory Authority and Australian Government in accordance with Policy 10.33

References:

<https://www.qld.gov.au/alerts>

<https://docs.education.gov.au/node/52291>

Date of Development/review	Date Ratified	Date to be Reviewed
10/4/19	20/5/19	30/1/22

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;
- Family and Child Commission Act 2014
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- NQS Area: 7;

Procedures

A responsible person must be present at all times when the Service is educating and caring for children. If the Approved Provider or Nominated Supervisor is absent, an appointed Responsible Person will be placed in day-to-day charge of the Service.

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 designate an educator, with their written consent, to be placed in day to day charge of the Service. This person must meet the requirements/conditions of the *Education and Care Services National Law 2010 and Regulations 2011* with regard to ensuring suitability and that they are not prohibited under the National Law.

In determining the responsible person, the Approved Provider and/or Nominated Supervisor must determine if that person is suitable. This means considering the capacity of this person to ensure children's safety and wellbeing, having regard to their qualifications, skills, knowledge, work experience and age. This includes the person's:

- understanding of the *Education and Care Services National Law Act 2010 and Regulations 2011 and compliance*;
- understanding of other relevant laws and provisions such as Child Protection, Confidentiality, Grievance Management, 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; and
- ability to understand and articulate practice.

The Approved Provider (or Nominated Supervisor on their behalf) will maintain a record with sufficient evidence of the educator's assessed capability, and keep it on file to demonstrate compliance to the Regulatory Authority e.g. Determining the Responsible Person Checklist, Delegation and Consent form. This will help to show that reasonable steps have been taken to comply with obligations under the *National Law*. (See also 10.6.3 & 10.6.4)

The Approved Provider (or Nominated Supervisor on their behalf) 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 (National Regulation 150).

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 (Regulation 173).

Date of Development/review	Date Ratified	Date to be Reviewed
15/4/19	20/5/19	30/1/22

10.22.1 Determining the Responsible Person Checklist, Delegation and Consent

Name: _____ **Position:** _____ **Date of birth:** / / (must be over 18)

The Education and Care Services National Law Act 2010 requires that a Responsible Person is physically in attendance at all times the service is educating and caring for children. The Responsible Person is either the Approved Provider (or the person in management or control of the service), the Nominated Supervisor of the service, or an Educator who has been placed in day-to-day charge of the service.

A Responsible Person placed in day to day charge of a service does not have any statutory responsibilities under the National Law and Regulations and the Nominated Supervisors' responsibilities do not pass to them in the Nominated Supervisor's absence. However, the Responsible Person is still responsible for ensuring the service continues to comply with the law and regulations as well as the service's own policy and procedures.

A Responsible Person in Charge's role is to:

- Have a sound understanding of the requirements and obligations set out under the Education and Care Services National Law Act (2010) and Regulations (2011);
- Ensure that the service operates within the Education and Care Services National Law Act (2010) and Regulations (2011);
- Ensure the service meets the National Quality Standards;
- Communicate all incidents involving children, educators or visitors to the service to the Nominated supervisor and/or Approved Provider within a reasonable timeframe;
- Respond to requests and enquiries from parents, educators and management.

Qualifications

Criteria	Details/Evidence	Yes/No
Must hold or be actively working towards minimum 2 year or higher relevant qualification as per ACECQA register	☐ Detail qualification working towards or obtained (consider a 50% completion requirement as a better practice in determining the responsible person)	
First Aid, Asthma and Anaphylaxis	☐ Detail when completed and course code/s	
Working with Children Check	☐ Number, valid and expiry	

Knowledge

Criteria	Details/Evidence	Yes/No
Understanding of the Education and Care Services National Law Act 2010 and Regulations 2011	☐ Attending training ☐ Completed knowledge test	
Understanding of other relevant laws and provisions such as Child Protection, Work Health, Food Handling, etc.	☐ Attending training ☐ Completed knowledge test	
Knowledge (extensive) of service policies and procedures including opening/closing procedures	☐ Signed staff handbook and/or acknowledgement of service policy	

Skills

Criteria	Details/Evidence	Yes/No
Capacity to implement emergency and evacuation procedures	☐ Emergency procedure rehearsal review	
Ability to attend to parent inquiries (either directly or by referral)	☐ Training	
Capacity to supervise, manage and lead other educators	☐ Training	
Capacity to ensure the safety and wellbeing of all children being educated and cared	☐ Training	

for while they are the responsible person		
Ability to reflect and evaluate their performance as the responsible person	☐ Can provide feedback and identify opportunities for improvement	

Work experience

Criteria	Details/Evidence	Yes/No
Demonstrated ability to respond to incidents involving children's health and safety	☐ Training ☐ Practical application	
Demonstrated ability to respond to incidents involving the health and safety of educators, volunteers and family members present at the service	☐ Training ☐ Practical application	
Demonstrated ability to effectively make written records of incidents	☐ Training ☐ Practical application	
Demonstrated ability to effectively communicate with children, families, staff and management	☐ Training ☐ Practical application ☐	
Demonstrated ability to effectively communicate with school and relevant authorities	☐ Training ☐ Practical application	
Demonstrated ability to understand and articulate practice	☐ Training ☐ Practical application	

Consent: I consent to take on the role of Responsible Person in day to day charge of Mayfield State School OSHC and make a declaration as follows:

- I have read the role description that forms part of this documentation and agree to the conditions outlined;
- I am confident in my knowledge and can perform all requirements of the role when placed in day to day charge of the service;
- I have not been subject to any compliance actions or disciplinary proceedings under the Education and Care Services National Law Act (2010) and Regulations (2011).

Signature of Appointee to Responsible Person role:

Date: _____

Designation by Nominated Supervisor/Approved Provider:

Name: _____ Signature: _____
Position: _____ Date: _____

Date of Development/review	Date Ratified	Date to be Reviewed
11/9/18	20/5/19	30/1/22

10.23 Provision of Information

The Approved Provider recognises the need to make information available to parents regarding children's enrolment, 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 and Regulations 2013;
- NQS Area: 7

Procedures

Parents/guardians 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 orders. This information may include (but is not limited to):

- the enrolment records
- information about the educational program (National Regulation 76);
- dietary requirements and menus (National Regulation 80);
- attendances;
- fee payments
- records of child care subsidies;
- medical conditions policy (National Regulation 91); and
- incident/accident reports (National Regulation 96); and
- Risk assessments (National Regulations 100 and 102);

Sources of information such as those identified may be requested either in person or in writing to the Nominated Supervisor and/or 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 accessible information of a sensitive nature that is not requested for a general purpose, upon written request which explains the purpose 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.

Date of Development/review	Date Ratified	Date to be Reviewed
15/4/19	20/5/19	30/1/22

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 1988 and Regulations 2013;
- Privacy Amendment (Notifiable Data Breaches) Act 2017;
- NQS Area: 7

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 how it is collected and stored.

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;

Enrolment forms containing personal information are stored in a secure and confidential storage facility within the Service office and online in the Services Child Care Subsidy software (Qikkids Technologies). The Approved Provider, the Nominated Supervisor, Responsible Person in Charge, Administrator and authorised educators/staff shall have access to this confidential information. Information will be also be shared amongst the educator team as required to support children's health, safety and wellbeing.

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 Nominated Supervisor and/or 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, it is understood that personal and private information to be shared with government departments and other health and/or medical professionals, as required by law, 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
15/4/19	20/5/19	30/1/22

10.25 Single Staff Member

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 minimise the potential risks where the Service operates with a single educator 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: 7;
- 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 specific provisions for Queensland, which set out the following;
 - a maximum of 15 school age children to 1 educator; and
 - Educators must be working directly with children to be included in the ratios;
- The Service may obtain approval from the Regulatory Authority to operate with a single Educator during certain periods of care (such as Before School Care), where attendances are below the maximum school age children to educator ratio requirements as per the Education and Care Services National Regulations 2011;
- A supervisory management plan, to guide practice when using a single Educator 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 not booked into the session of care; and
 - 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 to 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 and as a result places the Service in breach of Educator to 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.

Date of Development/review	Date Ratified	Date to be Reviewed
15/4/19	20/5/19	30/1/22

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 respectful and ethical.

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: 7;
-

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, Homeroom etc; and
- blogging and micro blogging sites: Twitter.

Management Responsibilities

The privacy and confidentiality of families, children, Management and employees of the 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 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; and
- 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 and enhance rather than replace already established and effective family communication methods.

Good judgement and common sense must be used to ensure the reputation of the Service, its employees and stakeholders are not harmed when communicating through social media. Once something is placed online, it spreads quickly and cannot be retracted.

Administrators of Service's social networking page will adhere to the following guidelines:

- Only families enrolled with the Service will be invited to access information;
- Under no circumstances are children attending the Service to be invited to participate in the Service's social networking site without explicit consent of their parents;

- Only Information and/or comments relating to the activities and operations of the Service will be posted on the Service's social networking site;
- Authorisation of families must be obtained before images of children can be considered for upload;
- Only community members known to the service shall be invited i.e. teachers, school leaders etc.

The Service social media site will be used as a tool for sharing information and program updates with Service families and may include (but not be limited to) the following:

- general Service notices and reminders;
- promotion of upcoming Service and/or community event
- 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; and/or
- 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 must 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, the 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 Administrators.

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 and Approved Provider are 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

<http://behaviour.education.qld.gov.au/SiteCollectionDocuments/cybersafety/social-media-and-community-online.pdf>

Date of Development/review	Date Ratified	Date to be Reviewed
15/4/19	20/5/19	30/1/22

10.27 Self-Assessment and Quality 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 opportunities 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 (National Regulations 55 and 56);
- 'My Time, Our Place' Framework for School Age Care in Australia;
- NQS Area: 7;

Procedures

Self-assessment and 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 operation.

The Approved Provider and Nominated Supervisor shall be responsible for developing a continuous improvement process which will include regular reviews of the quality of current Service and educator practices.

As part of the Service's overall continuous improvement process, all standards and elements of the National Quality Standard will be reviewed on a regular basis in order to identify:

- effectiveness of current practice in delivering quality outcomes for children, families and educators;
- improvements to current practices, procedures and service routines; and
- 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 National Regulations 55 and 56, the Approved Provider will ensure that a Quality Improvement Plan is prepared and maintained for the Service that:

- contains a statement of philosophy of the Service;
- includes the assessment of the quality of practices of the Service against the National Quality Standard and the National Regulations
- identifies the areas requiring improvement, goals, and the steps to improve; and
- maintains notes with dates of the progress being made.

The Approved Provider will ensure that the Service's Quality Improvement Plan is reviewed and revised:

- At least annually; and/or
- When directed by the Regulatory Authority

The Approved Provider will submit the Service's current Quality Improvement Plan to the Regulatory Authority on request.

Date Development/review	Date Ratified	Date to be Reviewed
15/4/19	20/5/19	30/1/22

10.28 Record Keeping and Retention

The Service acknowledges its duty to document and maintain appropriate employee, family and child 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 (2010);
- Parents and Citizens Associations Award (2016);
- Commonwealth Child Care Act 1972 (Child Care Subsidy);
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011;
- Australian Child Care Provider Handbook;
- NQS Area: 7;

Procedures

Records to be kept in relation to the Service

In order to comply with regulatory requirements, the Service shall maintain current policies and procedures, particularly in relation to the following matters:

- health and safety, including matters relating to:
 - nutrition, food and beverages, dietary requirements;
 - sun protection;
 - water safety, including safety during any water-based activities; and
 - the administration of medication and first aid.
- incident, injury, illness and trauma procedures;
- dealing with infectious diseases;
- dealing with medical conditions in children;
- emergency and evacuation;
- delivery of children to, and collection of children from the Service;
- excursions
- providing a child safe environment including child protection;
- staffing, including:
 - a code of conduct for staff members; and

- determining the responsible person present at the Service; and
 - the participation of volunteers and students on practicum placement.
 -
- interactions with children;
- enrolment and orientation;
- governance and management of the Service including confidentiality of records;
- the acceptance and refusal of authorisations;
- dealing with complaints; and
- payment of fees and provision of a statement of fees charged by 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 Service 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; and
 - 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; and
 - 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 Subsidy:

To maintain approval, providers must keep certain records and notify the Department of Education and Training of certain events. Failure to keep these records and provide the required notifications can result in suspension or cancellation of provider or service approvals, or other penalties. All providers must keep and maintain the following records:

- complaints made to the provider, or to any of the Services of the provider, relating to compliance with the Family Assistance Law
- record of attendance for each child for whom care is provided (regardless of eligibility for Child Care Subsidy and/or Additional Child Care Subsidy, including records of any absences from care)
- statements or documents demonstrating that Additional absence days in excess of the initial 42 absence days meet the criteria

- copies of invoices and receipts issued in relation to the payment of child care fees
- copies of all Statements of Entitlement issued and any statements issued to advise of a change of entitlement.

Providers must also keep a written record of the following, even if they would not otherwise record them in writing:

- any notice given to a state or territory body about a child at risk of abuse or neglect
- copies of the evidence and information provided with an application for approval about persons with management or control of a provider and persons responsible for the day-to-day operation of a Service
- any evidence or information produced to obtain police checks and working with children checks for personnel and to support any statements about these checks in an application for provider or Service approval.
- Written records include records that are made and stored electronically, as long as they are stored safely and any changes, apart from incidental changes related to their storage and display, are also recorded.
- Providers must keep written records of all required background checks for all specified personnel.
- Records must be kept for seven years.

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;
- Emergency and Evacuation instructions/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.

As per regulatory requirements, the Service must ensure that, for the purposes of the educational program, records of evaluations of children's wellbeing, developmental needs, learning and participation in the program are maintained.

The Service shall keep all records, in compliance with, and as prescribed under other relevant legislation, regulations, local government by-laws and national codes, and as mentioned in specific policies of the Service.

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; and
- 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 Service (rosters and timesheets).

The Service will keep a record of the responsible persons who have been delegated, and with their written acceptance, 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 and 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 management plan, anaphylaxis medical management plan or risk minimisation 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 arrive and departs; and
- 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.

The Service will keep a medication record for all children enrolled at the Service. The records will include:

- the name of the child;
- the authorisation to administer medication (including, if applicable, self-administration), signed by a parent or a person named in the child's enrolment record as authorised to consent to administration of medication;
- the name of the medication to be administered;
- the time and date the medication was last administered;
- the time and date, or the circumstances under which, the medication should be next administered;
- the dosage of the medication to be administered;
- the manner in which the medication is to be administered.

If the medication is administered to the child, or the child self-administers their medication, the record must include:

- the dosage that was administered;
- the manner in which the medication was administered;
- the time and date the medication was administered;
- the name and signature of the person who administered the medication;
- the name and signature of the educator witness to the dosage and administration.

The Service must ensure that an incident, injury, trauma and illness record is kept in accordance with regulatory requirements. The incident, injury, trauma and illness record must include:

- Details of any incident in relation to a child or injury received by a child or trauma to which a child has been subjected while in care, including:
 - the name and age of the child;
 - the circumstances leading to the incident, injury or trauma; and
 - the time and date the incident occurred, the injury was received or the child was subjected to the trauma.
- Details of any illness which becomes apparent while the child was in care including:
 - the name and age of the child;
 - the relevant circumstances surrounding the child becoming ill; and
 - the time and date of the apparent onset of the illness.
- Details of the action taken by the service in relation to any incident, injury, trauma or illness which a child has suffered while in care, including:
 - any medication administered or first aid provided;
 - any medical personnel contacted;
 - details of any person who witnessed the incident, injury or trauma;
 - the name of any person the service notified or attempted to notify;
 - the time and date of the notifications or attempted notifications;

- the name and signature of the person making an entry in the record, and the time and date that the entry was made;

The information above must be recorded as soon as practicable, but not later than 24 hours after the incident, injury or trauma, or the onset of the illness.

Length of time records must be kept

In order to comply with regulatory requirements, the Service will keep records for the following periods:

- if the record relates to an incident, illness, injury or trauma suffered by a child while being educated and cared for by the service, until the child is aged 25 years;
- if the record relates to an incident, illness, injury or trauma suffered by a child that may have occurred following an incident while being educated and cared for by the Service, until the child is aged 25 years;
- if the record relates to the death of a child while being educated and cared for by the Service or that may have occurred as a result of an incident while being educated and cared for, until the end of 7 years after the death;
- in the case of any other record relating to a child enrolled at the education and care service, until 3 years after the last date on which the child was educated and cared for by the Service.
- if the record relates to the Approved Provider, until the end of 3 years after the last date on which the Approved Provider operated the education and care Service;
- if the record relates to the Nominated Supervisor or staff member of an education and care service, until the end of 3 years after the last date on which the Nominated Supervisor or staff member provided education and care on behalf of the service; and
- in the case of any other record, 3 years after the date on which the record was made.
- records required to be kept in order to comply with requirements of Child Care Subsidy must be kept for 7 years from the date that record was made.

Confidentiality and storage of records

Documentation collected by our Service will be stored in a safe and secure location for the relevant time periods as set out above and only made accessible to relevant and authorised individuals.

If the Service is transferred to another Approved Provider under the law, documents relating to a child will not be transferred without the express consent of the child's parents.

The Service will ensure that information kept in a record is not divulged or communicated through direct or indirect means to another person other than:

- the extent necessary for the education and care or medical treatment of the child to whom the information relates;

- a parent of the child to whom the information relates, except in the case of information kept in a staff record;
- the Regulatory Authority or an authorised officer;
- as expressly authorised, permitted or required to be given by or under any Act or law; and
- with the written consent of the person who provided the information.

Date of Development/r review	Date Ratified	Date to be Reviewed
15/4/19	20/5/19	30/1/22

10.29 Hardship and Administration of Additional Child Care Subsidy

The Service is committed to ensuring that Additional Child Care Subsidy (ACCS) is administered effectively and in accordance with relevant legislation. The procedures outlined in this policy describe the steps taken to ensure compliance with the Service's obligations as an approved child care service for the purpose of administering ACCS.

Additional Child Care Subsidy provides additional fee assistance to support vulnerable or disadvantaged families and children. This support recognises the preventative and protective influence of quality child care on a child's health, wellbeing and development, and the importance of continuity of care.

There are four different payments under Additional Child Care Subsidy:

1. Additional Child Care Subsidy (child wellbeing) — to help children who are at risk of serious abuse or neglect
2. Additional Child Care Subsidy (grandparent) — to help grandparents on income support who are the principal caregiver of their grandchildren
3. Additional Child Care Subsidy (temporary financial hardship) — to help families experiencing financial hardship
4. Additional Child Care Subsidy (transition to work) — to help low-income families transitioning from income support to work.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Australian Government Child Care Provider Handbook, July 2018
- NQS Area 7-Governance and Leadership
- Policies: 10.4 - Fees 10.30 - Conflict of Interest

Procedures

The service shall maintain access to a current copy of the Australian Government Child Care Provider Handbook.

Additional Child Care Subsidy

Providers are centrally involved in identifying children who require extra support through Additional Child Care Subsidy (child wellbeing).

Providers are not involved in making applications for the other types of Additional Child Care Subsidy, although they may wish to help families who they think may be eligible by encouraging them to contact Centrelink and apply for additional assistance. Providers will be advised of individuals using their Service who are receiving these other payments. An overview of these types of Additional Child Care Subsidy is available in the Australian Government Child Care Provider Handbook.

Additional Child Care Subsidy (child wellbeing) provides additional child care fee assistance to an individual (or provider) in respect of children at risk of serious abuse or neglect. It helps to address cost barriers families may experience, so that children can either enter or remain engaged with child care.

For the purposes of Additional Child Care Subsidy (child wellbeing), a child is taken to be at risk of serious abuse or neglect if the child is at risk of experiencing harm, as a result of current or past circumstances or events that resulted in the child being subject to, or exposed to, any of the following:

- serious physical, emotional or psychological abuse, or
- sexual abuse, or
- domestic or family violence, or
- neglect.

The Minister's Rule sets out in detail the circumstances when a child is taken to be at risk of serious abuse or neglect for the purposes of Additional Child Care Subsidy (child wellbeing).

The definition of 'at risk' includes situations where the child is likely to experience those circumstances in the future (for example, the future risk is 'real and apparent'). This allows families to be eligible for the subsidy at the appropriate earliest point and potentially before they are known to a child protection agency.

Any child who is identified as being at risk under state or territory child protection law will meet the definition of at risk and the individual (or provider) will therefore be eligible to receive the payment.

There are two ways for the service to access Additional Child Care Subsidy (child wellbeing):

- A. Giving an Additional Child Care Subsidy (child wellbeing) certificate
- B. Additional Child Care Subsidy (child wellbeing) determination.

Services should refer to the Australian Government Child Care Provider Handbook, July 2018 for further information on how to access ACCS.

Other Hardship

On a case by case basis, the Approved Provider may consider written requests for support from the Approved Provider when the hardship does not meet the threshold for ACCS, however under Family Assistance Law the Service is unable to waive the gap/parent's co-contribution.

Date of Development/r eview	Date Ratified	Date to be Reviewed
15/4/19	20/5/19	30/1/22

10.30 Conflict of Interest

The Service is committed to ensuring that business and operational decisions are not negatively impacted by either a perceived or real conflict of interest. In the interests of transparency, accountability and probity, the following guiding principles and procedures for identifying, declaring and dealing with conflicts of interest will be followed by the Service's executive, employees and volunteers. For the purpose of this policy, conflict of interest also includes a potential conflict of interest.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- NQS Area 7;

Procedures

How does conflict of interest arise?

A conflict of interest occurs when the private interests of a Service executive, employee or volunteer come into conflict with their duty to act in the best interests of the organisation. Conflicts of interest are particularly relevant where the executive, employee or volunteer has a decision-making role.

Conflicts of interest are not wrong in themselves and can happen without anyone being at fault. However, it is vital that they are disclosed and managed effectively to ensure that the Service executive, employees and volunteers perform their duties in a fair and unbiased way.

Personal interests that can give rise to conflicts may be pecuniary, involving an actual or potential financial gain, or non-pecuniary without any financial element.

Identifying direct and indirect conflict of interest

A direct interest is a reasonable likelihood that the circumstances of the person (including a company) would be directly altered if a matter is decided in a particular way, including a reasonable likelihood that:

- The person will receive a direct financial benefit or loss; and
- The residential amenity of the person will be directly affected.

The five types of indirect interest include:

1. Close association;
2. Indirect financial interest;
3. Conflicting duty;
4. Receipt of an applicable gift; and
5. Becoming an interested party

Declaring and reporting conflict of interest

It is the responsibility of the executive, employee or volunteer to make a declaration of the conflict of interest as soon as this becomes known to the person. This declaration should be made to the relevant person in the organisation. All conflicts of interest should be reported to the Approved Provider.

Dealing with resolving conflict of interest

The main ways resolution can be achieved are:

- Restrict;
- Recruit;
- Remove; and/or
- Relinquish

Restricting the person with the conflict in the participation of decision making is an appropriate method where the conflict is not likely to arise frequently.

Recruiting an independent person to oversee all or part of the process is an appropriate method where the conflict is more significant and needs more practice management.

Removing the person with the conflict from the process is appropriate where there is ongoing serious conflict of interest and restriction or recruitment is not practical or feasible.

Relinquishing the private interest that gives rise to the conflict.

A record shall be made of the conflict of interest and how it was resolved.

Ongoing management of conflict of interest.

The service will manage conflicts of interest by:

- Including information on processes for managing conflicts of interest in documents aimed at external stakeholders as relevant;
- Ensuring employees complete a statement of private interests (such as secondary employment and/or business dealings) on commencement, annually or at another appropriate time;
- Putting processes in place to ensure that statements of interest are updated at regular intervals; and
- Formally recording arrangements for addressing each conflict so that the agency can demonstrate how each conflict of interest was managed.

References

<http://www.icac.nsw.gov.au/preventing-corruption/knowning-your-risks/conflicts-of-interest/4897>

http://www.macquarielawyers.com.au/files/How_To_Identify_A_Conflict_Of_Interest.pdf

Date of Development/ review	Date Ratified	Date to be Reviewed
15/4/19	20/5/19	30/1/22

10.31 Managing instances of Non-Compliance and Policy/Procedure breaches within the Service

The Service recognises that strategies must be in place to ensure remedy any breaches with relevant legislation. This policy is designed to identify the various legislation and government authorities where compliance is required and clear strategies for steps to be taken when non-compliance is identified. 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
- Family and Child Commission Act 2014
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- Australian Government Department of Education Child Care Provider Handbook

- Privacy Act 1988 and Regulations 2013
- Work Health and Safety Act 2011 and Regulations 2011
- NQS Area 7

Procedures

The Service will take immediate action to remedy any non-compliance and policy/procedure breaches identified through:

- Internal compliance monitoring activities (in accordance with Policies 10.1 & 10.10)
- External compliance monitoring activities such as:
 - Spot checks undertaken by the Regulatory Authority
 - External audits

In accordance with Regulation 167, the Service will keep a record of its compliance history and make it accessible upon request. The history must include:

- Details of any amendment of the Service approval made by the Regulatory Authority under section 55 of the Law;
- Details of any suspension of the Service approval (other than voluntary suspension); and
- Details of any compliance direction or compliance notice issued to the approved provider in respect of the Service.

The information in the Service's compliance record must not include any information that identifies any person other than the approved provider.

Policy and Procedure breaches

Any action undertaken by employees, volunteers and management that is inconsistent with Service policy and procedure shall be considered a breach.

The action taken to remedy breaches may include:

- reviewing the policy and procedure and updating as required
- retraining in the policy and procedure
- undertaking disciplinary action in accordance with policy 8.19

Policy and procedure breaches resulting in non-compliance with the law will be reported in accordance with policy 10.33 Managing Notifications

Positive Notice Blue Card Compliance

All employees (Paid or Exemption), volunteers (Volunteer) and executive members of management (Business Owners) must hold a current and valid Working with Children Check - 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 copies of blue cards of all employees, volunteers and executive members of management. The register shall be referred to by the Nominated Supervisor/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. <https://www.bluecard.qld.gov.au/pdf/forms/DJAG008-Link-an-applicant-or-cardholder.pdf>.

All employees, volunteers and executive members of management shall be provided with information regarding their responsibilities in holding a blue card.

Any breaches to these obligations will be reported to the Approved Provider and immediate action taken to remedy the breach.

Date of Development/r review	Date Ratified	Date to be Reviewed
15/4/19	20/5/19	30/1/22

10.32 Appropriate Governance

The Approved Provider is responsible to ensure that appropriate governance arrangements are in place to guide Service decision making ensuring effective oversight for those with management and control of the service.

Governance (as defined by the Australian Institute of Company Directors" includes the management, rules, Relationships, policies, systems and processes whereby authority within an organization is exercised and maintained. Simply put, an organisation's governance controls the manner in which its business is organised, managed and operated. Governance defines who makes the decisions what policies or processes are adopted, how risks are managed and how the organization remains financially viable.

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 Assistance Law;
- Mayfield State School P & C constitution

- Policy 10.2 Role and Composition of Sub-Committee/Parent Advisory Group
- NQS area; 7

Specific provisions for P & C operated OSHC services:

- Queensland Education (General Provisions) Act 2006
- Accounting Manual for Parents and Citizens' Associations

Procedures

The Approved Provider will ensure decision making is consistent with the organisation's governance framework (conceptual structure and set of rules) as articulated in the organisation's constitution which outlines how the organisation is managed and controlled.

In the case of a P & C operated OSHC, the P & C as the Approved Provider will ensure that decision making is informed by and consistent with the requirements articulated in the relevant laws and provisions, including (but not limited to):

- Queensland Education (General Provisions) Act 2006
- Accounting Manual for Parents and Citizens' Associations
- P & C Qld - Support Guide for P & Cs
- P & C Qld - Quick Guide for P&C Executive Officers
- Education and Care Services National Law Act, 2010 and Regulations 2011
- Family Assistance Law

Succession planning and handover

A governance, management and operations handbook will be developed to form an important part of the organisation's succession planning and to support effective handover. This manual will be used to provide information and training during the handover period.

Management Capability

The executive members of the Approved Provider will be required to demonstrate 'Management Capability' as well as fitness and propriety.

Management Capability includes (but is not limited to) the individuals' qualifications, knowledge, skills and experience in the areas of:

- Governance
- Human Resource Management
- Legislation and compliance
- Risk management and minimization
- Delivering quality programs and services

Refer also to Policy 10.34 Administration of Child Care Subsidy and Policy 10.10 Managing compliance with other laws and relevant provisions

References:

<https://www.legislation.qld.gov.au/legisln/current/e/educgenpra06.pdf>

<http://education.qld.gov.au/finance/procedure/pandc/pdfs/pandc-whole.pdf>

<http://www.pandcsqld.com.au/>

www.education.gov.au/applying-child-care-subsidy-ccs-approval

Australian Government Child Care Provider Handbook

Australian Government Department of Education and Training: Child Care Provider Governance Requirements (December, 2018)

Date of Development /review	Date Ratified	Date to be Reviewed
15/4/19	20/5/19	30/1/22

10.33 Managing Notifications

The Service recognises that strategies must be in place to ensure notifications are made as required and to the relevant authority. This policy and procedure identifies the relevant authorities to which there is an obligation to notify of an event or occurrence within the Service.

Relevant Laws and other Provisions

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Duty of Care
- Child Protection Act 1999 and Regulations 2000
- Child Protection (Mandatory Reporting— Mason's Law) Amendment Act 2016
- Family and Child Commission Act 2014
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- Australian Government Department of Education Children's Services Handbook
- Privacy Act 1988 and Regulations 2013
- Work Health and Safety Act 2011 and Regulations 2011
- NQS Area 7.

Procedures

The Service shall make notifications as follows:

The *Education and Care Services National Law Act 2010 and Regulations 2011* sets out incidents and allegations that are notifiable to the Regulatory Authority while a child or children are being educated and cared for by the Service. These include:

- the death of a child while that child is being educated and cared for at the Service or following an incident while that child was being educated and cared for by the service;
- a serious injury or trauma while the child is being educated and cared for, which required urgent medical attention from a medical practitioner; or the child attended, or should have attended a hospital (e.g. broken limb);
- any incident involving a serious illness at the Service, where the child attended, or should have attended a hospital (e.g. severe asthma attack, seizure or anaphylaxis);
- any circumstance where a child appears to have been taken or removed from the Service premises by someone not authorised to do this;
- any circumstance where a child is mistakenly locked in or out of the Service premises or any part of the premises;
- a serious incident where emergency services attended an education and care Service in response to an emergency.
- any incident where you reasonably believe that physical and/or sexual abuse of a child has occurred or is occurring while the child is being educated and cared for by the Service;
- any allegation that sexual or physical abuse of a child has occurred or is occurring while the child is being educated and cared for by the Service;
- any circumstance at the Service that poses a significant risk to the health, safety or wellbeing of a child attending the service;
- notice of any appointment or removal of a person with management and control of the service
- adding one or more nominated supervisors to the Service (including the person's written consent);
- a nominated supervisor change;
- a nominated supervisor's name or contact details change;
- any change to the hours and days of the operation of the service;
- a complaint that alleges a serious incident has occurred or is occurring while a child is being educated and cared for by a Service;
- a complaint that alleges the National Law and/or National Regulations have been contravened;

See also <http://www.acecqa.gov.au/Notification-types-and-timeframes>

The Approved Provider/Nominated Supervisor of the Service, under the *Education and Care Services National Law Act 2010* will make notifications to the Regulatory Authority through the National Quality Agenda IT System (NQA IT System), or by contacting them.

The *Child Protection Act 1999* requires education and care staff as 'mandatory reporters', to notify and make a report to Child Safety if they form a reasonable suspicion that a child has suffered, is suffering or is at an unacceptable risk of suffering significant harm caused by physical or sexual abuse, and may not have a parent able and willing to protect them. (see 2.5 Reporting of Child Abuse Policy)

The *Work Health and Safety Act 2011* sets out what sort of incidents are notifiable to Work Health and Safety Queensland (WHSQ). An incident is notifiable if it arises out of the conduct of a business or undertaking and results in the death, serious injury or serious illness of a person or involves a dangerous incident.

The person conducting a business of undertaking must keep a record of each notifiable incident for at least five (5) years from the date notified to WHSQ.

The *Australian Government* require that Providers must notify the *Department Education and Training* of any of the following changes to their Service(s), within the timeframe specified. Penalties may apply if providers fail to make required notifications.

Providers must notify the Department at least 42 days before they stop operating a Service.

- Fees
- operating Hours
- vacancies
- ceasing to operate
- change of physical or postal address
- change to name
- change to contact details such as email, website, telephone number or fax
- information about any new person
- change to name or contact details for persons with management and control
- specific information revealed in background checks
- an event or circumstance indicating a person with management and control not likely to be fit and proper for the purpose of administering CCS
- a person stops having management and control
- the provider enters into administration, receivership, liquidation or bankruptcy, and the details of this event.
- change in the status of a working with children card for each individual who is required to have such a card under section 195D of the *Family Assistance Administration Act 1999*.
- unexpected closure of any of the provider's approved child care services due to unforeseen circumstances.
- a serious conviction or finding of guilt of a person with management or control of the provider (including a person who becomes responsible for the day to day operation of any of the provider's approved child care services)

All of these notifications can be made through third-party software or the Provider Entry Point. Specific details, additional matters for notification and timeframes for notification can be accessed: <https://www.education.gov.au/child-care-provider-handbook/notifications-providers-must-give-about-their-services>

References

<http://files.acecqa.gov.au/files/NQF/KeyChangesNotificationComplaints.pdf> accessed 26 Oct 2017

Date of Development/ review	Date Ratified	Date to be Reviewed
15/4/19	20/5/19	30/1/22

10.34 Administration of Child Care Subsidy (CCS)

The Service recognises that strategies must be in place to ensure the Service complies with the requirements for administration of Child Care Subsidy, including reporting and that the service has an obligation to design and implement procedures for the detection and prevention of fraud in relation to CCS payments.

Relevant Laws and other Provisions

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Duty of Care
- National Quality Standard, Quality Area 7 – Governance and leadership
- Policies:

Procedures

The Service shall implement the following procedures to comply with the administration requirements of child care subsidy:

- ensure that only *authorised persons within the service have access to the Service's licensed software for the administration of CCS
- ensure that all staff who require access to the system used to administer CCS meet the **fit and proper requirements
- ensure that all committee members of the 'Approved Provider' meet the **fit and proper requirements
- Reconcile payments received with payments expected

The Service shall implement procedures to detect and minimize fraud including:

- ensuring all "Persons with Management or Control of the Provider" (e.g. Executive of P & C), "Persons Responsible for the Day to Day Operation of the Service" (e.g. Nominated Supervisor, Responsible Person in Charge or Administrator of CCS) meet specified **fit and proper requirements
- ensuring all Service finances are handled in accordance with service policy, accounting manuals and best practice guidelines

- ensuring there is no personal 'conflict of interest' of staff or the governing body in the management of CCS
- ensuring staff are appropriately trained in CCS compliance and the use of service software

*Authorised person means a person who has been identified by the service in writing as having permission to access the Service's CCS administration software and has been provided with a username and password to access the system. Access may include management of enrolments, bookings, absences and cancellations. The Approved Provider will ensure 'Authorised' persons are appropriately trained and competent in the use of the software

**Fit and proper person is a person who has met the requirements of Section 43 of the Child Care Subsidy Minister's Rules 2017 which requires a provider to undertake particular suitability checks for each Person with Management or Control of the Provider. These are:

- An Australian National Police Criminal History Check dated no earlier than 6 months from the date the individual was linked to the organisation.
- A Working With Children Check (Blue Card) if the Person with Management or Control is required to hold such a check under their state or territory's regulatory law.
- National Personal Insolvency Index check performed using the Bankruptcy Register Search service provided by the Australian Financial Security Authority (AFSA) dated no earlier than 3 months from the date the individual was linked to the organisation.
- A Current and Historical personal name extract search of the records of the Australian Securities and Investments Commission (ASIC) dated no earlier than 6 months from the date the individual was linked to the organisation.
- Evidence that the person does not appear on the banned and disqualified register held by ASIC (in the form of a computer printout of the results of the search) dated no more than 3 months from the date the individual was linked to the organisation.

We understand that evidence of these checks are required in a CCS application and, where personnel are added after CCS approval, the evidence must be made available to be shown to the department on request.

References

<https://www.education.gov.au/new-child-care-package-information-resources-providers>

Date of Development/r eview	Date Ratified	Date to be Reviewed
15/4/19	20/5/19	30/1/22

10.34.1 Personal Information and Consent form for Approved Provider

Mayfield State School OSHC

Authorised Person Authorisation and Information Form to comply with service Policy 10.32 and 10.34

Title: Mrs /Ms /Mr

Surname

Given Names

Address

Suburb

Postcode

Phone

Landline

Mobile

Date of Birth

Email Address

Blue Card Registration Number

Expiry

AUTHORITY:

I give authority for *(insert name of service)* to conduct the following searches on my behalf as a person in management or control of the approved child care service, *(insert name of service)*.

ASIC Person Search YES / NO

ASIC banned and disqualified register YES / NO

AFSA Insolvency Check YES / NO

I understand that the following searches/forms/information need to be provided by myself within 10 business days of being elected to an executive position on *(insert name of service)* as a person in management and control of the approved child care service, *(insert name of service)*.

AFP National Police Check YES / NO

Resume stating fitness to manage a child care service YES / NO

PA02 – Declaration of Fitness and Propriety YES / NO

Signature

Date

Witness Signature

Date

Date of Development/review	Date Ratified	Date to be Reviewed
15/4/19	20/5/19	30/1/22

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

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							J A N U A R Y						
MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN
			1	2	3	4	2	3	4	5	6	7	8
5	6	7	8	9	10	11	9	10	11	12	13	14	15
12	13	14	15	16	17	18	16	17	18	19	20	21	22
19	20	21	22	23	24	25	23	24	25	26	27	28	29
26	27	28	29	30	31	1	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 _____

MAYFIELD STATE SCHOOL OSHC

Paget Street, Carina QLD 4152

p: 3398 9599 e: admin@mayfieldoshc.com.au

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 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 belongings are at the parent's risk.

APPENDIX 4 – Risk Management Plan – Excursion (Policy

3.5

TEMPLATE

Risk Management Plan - Excursions

Vacation Care – ... Holidays – Year

Destination:

Date:

Start Time:

Finish Time:

Number of Students:

Educators: |

Coordinator:

Inclusion Support Person:

Educator/Child Ratio: 1:8

Rules for Excursion:

- All OSHC rules should be followed at all times

Inclusion Support:

1

Prior to Excursion	Required/ Not Required	Person Responsible	Completed	Comments
Visit to Excursion Site				
Risk Assessment Completed				
Authorised by Management				
Permission Slips Distributed				
Equipment Check				

On Excursion Day	Required/ Not Required	Person Responsible	Completed	Comments
Payment Method (cheque)				
Permission Slips Returned				
Code of Conducts Explained to Educators and Children				
Emergency Procedures Explained to Educators and Children				
Headcounts/Roll Call				Throughout Day
'What to Bring' Checklist				
Ensure all children have gone to the toilet before leaving				
Redirect Phone				

2

What to Bring	Required/ Not Required	Person Responsible	Completed	Comments
Payment (cheque)			-	To be placed in 'Excursions' folder
Roll				To be placed in 'Excursions' folder
'Excursions' Folder				
Asthma & Anaphylaxis Action Plans				To be placed in 'Excursions' folder
Emergency Contacts Folder				
Medical Information				To be placed in 'Excursions' folder
First Aid Kit				
Medication				
Insect Repellent				
Sunscreen				
Mobile Phones				
Walkie Talkies				
Accident/Incident Forms				To be placed in 'Excursions' folder
Camera				

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Details of Transport Company				To be placed in 'Excursions' folder
Details of Venue				To be placed in 'Excursions' folder
Transport • Notice of service details for display on bus • Seat belt check • Vehicle registration and notice of road worthiness • Drivers license and authorisation				
Drink Bottles				Water bottles may be stored and transported in school bags
Hats				Hats may be stored and transported in school bags
Shoes				
Emergency Excursion Kit • Spare Clothes • Towel • Vomit bags				
Wrist Bands/High Visibility Vests (worn by children) with details of service				
Lunch boxes				Lunch boxes may be

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				stored and transported in school bags
School bags				
Food				
- Water				
- Sandwiches				
- Fruit				
- Vegetables				
- Crackers				
Pool noodles				
Gazebo				
Mats				
Mobile Phone				

Risk Assessment					
Activity/Date	Potential Risk/Hazard	Likelihood 1-5	Consequence 1-5	Risk Level <i>Low/Medium/High/Extreme</i>	Control Strategies
	Car Sick				Children who are likely to become ill need to sit at the front of the bus. If a child is sick, clean the child up, give them a drink of water and monitor. Emergency excursion kit should be available.
	Accident (bathroom – wet/soiled pants)				Ensure all children are allowed to go to the toilet when they ask. Children should be supervised by educator when going to the toilet.

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					Children should have a toilet buddy (child) when going to the toilet.
	Bus Accident				Ensure seatbelts are fastened before departure, regularly check throughout trip.
	Car Park				An educator is to leave the bus before children, ensuring all children stay in a group and follow staff instruction.
	Isolation				Ensure children stay in designated group. Regular head counts are to be made.
	Medical Conditions/Food Allergies/Bites and Stings/Asthma				Ensure medication, medical information and first aid kit is available. If serious, parents/ambulance should be contacted.
	Noise				Ensure children keep noise to a minimum.
	Toilet (threat inside toilet area)				Children should be supervised by educator when going to the toilet. Children should have a toilet buddy (child) when going to the toilet. If there is concern, educators should check on the children.
	Choking				Provide appropriate first aid.
	Sun Exposure				Before leaving the service, ensure all children are wearing sunscreen and a hat. Continue to apply sunscreen throughout the day. Water should be available. If a child becomes ill, sit them down in a

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					shady area and give them water.
	Rough Terrain/Other Environmental Factors				First aid kit should be available. Apply appropriate first aid.
	Wildlife- spiders/snakes/ants				First aid kit should be available. Apply appropriate first aid. If serious, contact parents/ambulance.
	Drowning				Children are actively supervised by Educators at all times. At least one Educator supervising will hold their Bronze Medallion Life Saving Accreditation. Pool noodles will be taken as a rescue device if needed. Only intermediate swimmers will be permitted to swim. Parental permission is needed for swimming. First aid kit should be available. Apply appropriate first aid. If serious, contact parents/ambulance.
Likelihood	Consequence				
	1 – Insignificant (no treatment required)	2 – Minor (requires First Aid treatment)	3 – Moderate (requires medical treatment)	4 – Major (requires specialist medical treatment or hospitalisation)	5 – Critical (Loss of life, permanent disability or multiple serious injuries)
5 – Almost Certain	Medium	Medium	High	Extreme	Extreme
4 – Likely	Low	Medium	High	High	Extreme
3 – Possible	Low	Medium	High	High	High

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2 – Unlikely	Low	Low	Medium	Medium	High
1 – Rare	Low	Low	Low	Low	Medium

I acknowledge that I have read and understood the above risk management plan, and will adhere to it at all times.

8

Name	Signature	Date

APPENDIX 5 – Excursion Evaluation – Policy 3.5**EXCURSION EVALUATION** (17/12/19)

Excursion Trip and Date.....

	EXCELLENT	GOOD	SATISFACTORY	UNSATISFACTORY
Transport safety.				
Transport suitability.				
Provision of sheltered areas (hot & wet weather).				
Provision of storage areas on transport and at venue (e.g. bags, Equipment).				
Provision of equipment at Venue (play).				
Safety equipment/ location (consider first aid & phone facilities).				
Suitability of environment (lighting, noise, crowds, set up).				
Provision of toilet facilities.				
Food/drink facilities suitable (BBQ, kiosk, drink taps).				
Facilities for people with Disabilities.				
Management & staff of venue.				
Supervision by our staff				
Venue staff and our staff interactions with children.				
Children's level of Interest/enjoyment.				
Suitability to a range of Abilities.				
Cultural/linguistic Relevance.				
Circle age group most Interested in excursion	5-6	7-8	9-10	11-12

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)

SAFETY CHECKLIST INDOOR/OUTDOOR AREAS BSC/ASC WEEK OF: / /2019 (17/12/19)

Safety Checklist: Indoor Areas	Mon		Tue		Wed		Thu		Fri		Comment
BSC/ASC:	B	A	B	A	B	A	B	A	B	A	
EDUCATOR NAME:											
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 st 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											

SAFETY CHECKLIST INDOOR/OUTDOOR AREAS BSC/ASC WEEK OF: / /2019 (17/12/19)

BSC/ASC:	B	A	B	A	B	A	B	A	B	A	
EDUCATOR NAME:											
<u>TOILETS</u>											
Ramp and/or stairs clear											
Check paper towel and hand soap supplies											
Hand railings safe and secure											
Toilet floors clean and dry											
Sinks clean and taps working properly											
<u>BAG AREA</u>											
Cement area clear of rubbish and/or hazards											
Bag racks secure											
Pathways clear											
<u>OUTDOOR PLAY AREA</u>											
Pathways clear											
Grass is a suitable length											
<u>PLAYGROUND AREA</u>											
Playground equipment clear of rubbish and/or hazards											
Soft fall clear of visible hazards Check soft fall depth and looseness (recommended 30cm depth) Rake Soft fall under equipment if needed											
<u>BASKETBALL COURTS</u>											
Pathway is clear											
Court area clear of rubbish and/or hazards											
Check post protectors are upright											
<u>OVAL AREA</u>											
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 (17/12/19)

Childs name: DOB: Time: Date:

Details of incident:

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Action by educators:

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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:

Name of Parent/Guardian notified.....
phone/email/ in person Time: Date:

Parent signature: **date:**

APPENDIX 8 – Injury & Illness Report Policy 4.5

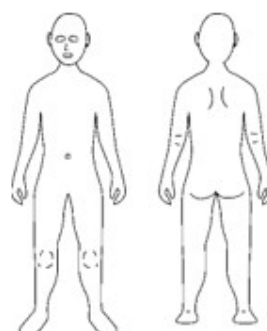


Injury & Illness Report (17/12/19)

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:

Name of Parent/Guardian notified:
phone/email/in person Time: Date:

Parent signature: **date:**

Notification of Serious Incident Report (SI01) 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 (17/12/19)

(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 labeled 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

CLEANING CHECKLIST FOR MONTH OF _____ 2019
(17/12/19)

Cleaning Staff:	Initial				
MONDAY					
Kitchen – Use blue cloths for benches, sinks, shelves, fridge, and freezer, cupboards.					
All rooms and open areas – Use Yellow cloths					
Weekly	W1	W2	W3	W4	W5
Sinks and fittings - clean and polish with gumption, empty out sink plugs					
Oven and stovetop – clean inside and outside of oven with gumption or gold label disinfectant					
Microwave – clean inside and outside of microwave – wash plate in soapy water and wipe out the microwave					
Craft shelves – Tidy and sort trays, wipe down shelves and throw out old craft					
Toaster – Shake out the toaster and empty crumb drawers. Wipe outside.					
Wash Cloths – Wash and Dry cloths. Fold cloths with fold facing front of basket.					
Dishwasher – Pull out white plug and drain. Remove the silver cylinder filter and the tray filter and rinse off food. Put tray and cylinder filters back together, put in plug and turn on dishwasher.					
Groceries – Unpack groceries and put away in correct spot. Put date on deli items. Rotate groceries putting the oldest groceries at the front.					
1st MONDAY OF MONTH					
Room Tables – Scrub tables with gumption and blue cloths					
2ND MONDAY OF MONTH					
Lost property – Throw away any unnamed stuff					
3rd MONDAY OF MONTH					
Fly Screens – Hose fly screens from outside					
4th MONDAY OF MONTH					
Home corner – Tidy and sort. If any soiled or broken equipment dispose of or let someone else know. Disinfect all toys and leave to air dry.					
Toys – Wipe and disinfect all toys					
5th MONDAY OF MONTH (if applicable)					
Ramp Drain – Pull up drain cover on concrete ramp and clean out dirt					
Lower Path beside building (below concrete ramp) – Sweep and pick up leaves, sticks, paper etc and put in bin.					

CLEANING CHECKLIST FOR MONTH OF _____ 2019
(17/12/19)

Cleaning Staff:	Initial				
TUESDAY					
Kitchen – Use blue cloths for benches, sinks, shelves, fridge, and freezer cupboards.					
All rooms and open areas – Use Yellow cloths					
Weekly	W1	W2	W3	W4	W5
Sinks and fittings - clean and polish with gumption, empty out sink plugs					
Bean bags - Shake and vacuum if needed					
Mats – Shake and vacuum					
TV – dust and wipe					
Toaster – Shake out the toaster and empty crumb drawers. Wipe outside.					
Dishwasher – Pull out white plug and drain. Remove the silver cylinder filter and the tray filter and rinse off food. Put tray and cylinder filters back together, put in plug and turn on dishwasher.					
Blue Cushions Covers -Wash and Dry Covers. When opening the Velcro, hold Velcro and pull gently, as stitching may come apart. Close Velcro together before washing. When putting on cushions, open Velcro carefully and close Velcro together neatly. If cushion inserts look dirty wash what is needed one at a time.					
1st TUESDAY OF MONTH					
Walls and Doors – remove all marks and spots, with gumption.					
Electricity Outlets and Light Switches – dust and wipe with a dry yellow cloth					
Sports Sheds – Tidy up and put equipment in correct place. Throw out any broken equipment. Sweep floor with outdoor broom.					
2nd TUESDAY OF MONTH					
Drawers Kitchen – empty the drawers, wipe out with gold label disinfectant. Clean the outside of the drawers with gumption.					
Rangehood – Wipe inside and outside with disinfectant					
3rd TUESDAY OF MONTH					
Elevated kitchen cupboard –empty everything from elevated kitchen cupboards, wipe inside and outside with disinfectant, put everything back into the cupboard neatly.					
4th TUESDAY OF MONTH					
Shelves Kitchen – empty the shelves, wipe out with disinfectant					
TV Corner – Clean and tidy cupboards. Tape up board games.					
5th TUESDAY OF MONTH (if applicable)					
Open drain (along building from concrete ramp to back door) – Sweep and pick up sticks, leaves, paper etc and put in bin.					

CLEANING CHECKLIST FOR MONTH OF _____ 2019
(17/12/19)

Cleaning Staff					
	Initials				
WEDNESDAY					
Kitchen – Use blue cloths for benches, sinks, shelves, fridge, and freezer, cupboards.					
All rooms and open areas – Use Yellow cloths					
Office – Use yellow cloths and gold label disinfectant					
Storeroom – use yellow cloths and gold label disinfectant					
Weekly					
Sinks and fittings – clean and polish with gumption, empty out sink plugs	W1	W2	W3	W4	W5
Toaster – Shake out the toaster and empty crumb drawers. Wipe outside.					
Wash Green Cushion Covers and Soft Toys – Hang on line and dry.					
Water OSHC Garden – use hose					
Dishwasher – Pull out white plug and drain. Remove the silver cylinder filter and the tray filter and rinse off food. Put tray and cylinder filters back together, put in plug and turn on dishwasher.					
1st WEDNESDAY OF MONTH					
Water cooler – Clean and disinfect					
Skirting Boards – dust, vacuum and wipe down skirting boards around room					
Windows – Dust and wipe with disinfectant					
Empty paper and cardboard bin					
Rubbish bins (including lids) – Clean and disinfect with disinfectant					
2nd WEDNESDAY OF MONTH					
Storeroom – Clean & tidy shelves and ensure things are in the correct place.					
3rd WEDNESDAY OF MONTH					
First aid kit – tidy and restock with supplies from the store room					
Family tables, all Main area shelves and bookshelves – dust and wipe furniture with disinfectant. Throw out broken books.					
4th WEDNESDAY OF MONTH					
Ceiling fans – dust and wipe with disinfectant. Don't forget office, kitchen & storeroom fans.					
Office Desks – dust and wipe with disinfectant					
Office Bookshelves – dust and wipe with disinfectant					
Phone and computers – dust and wipe with disinfectant					
Office Floor – Vacuum and vacuum edges					
Cupboards in TV Room – clear clutter and put items in their correct place. Reorganise if required. Tape up board games if broken. Wipe down shelves and clean outside of cupboard doors with disinfectant or gumption					
5th WEDNESDAY OF MONTH (if applicable)					
Ramp Concrete & Wooden – Sweep both ramps and pick up leaves, sticks, paper etc and put in bin.					

CLEANING CHECKLIST FOR MONTH OF _____ 2019
(17/12/19)

Cleaning Staff					
	Initials				
THURSDAY					
Kitchen – Use blue cloths for benches, sinks, shelves, fridge, and freezer, cupboards.					
All rooms and open areas – Use Yellow cloths					
Weekly					
Fridge – Check use by dates and throw out old food.	W1	W2	W3	W4	W5
Sinks and fittings - clean and polish with gumption, empty out sink plugs					
Storeroom Floors – Vacuum and mop floor.					
Toaster – Shake out the toaster and empty crumb drawers. Wipe outside.					
Wash Cloths– Wash and Dry cloths. Fold cloths with fold facing front of basket.					
Pantry – Wipe out pantry.					
Dishwasher - Pull out white plug and drain. Remove the silver cylinder filter and the tray filter and rinse off food. Put tray and cylinder filters back together, put in plug and turn on dishwasher.					
1st THURSDAY OF MONTH					
Fridge - Tick next to job once completed - remove all food and jars from fridge - throw away any spoiled or expired food - empty fruit container and wash with hot, soapy water - remove all shelves and wash with hot soapy water - wipe out inside of the fridge with gold label disinfectant - let racks air dry then replace into the fridge - wipe down any dirty jars or containers - sweep underneath the fridge - Mop underneath the fridge					
2nd THURSDAY OF MONTH					
Freezer - remove all food from freezer - throw away any spoiled or expired food - empty out baskets and wash with hot, soapy water - wipe down any dirty packets or containers - put food back into the freezer - sweep underneath the freezer - mop underneath the freezer					
3rd THURSDAY OF MONTH					
Kitchen Cupboards (on Floor) – empty everything from cupboards, dispose of any expired foods, wipe inside and outside with disinfectant, put everything back into the cupboard neatly.					
4th THURSDAY OF MONTH					
Main Area Floor – Mop floor and scrub marks off and get sticky tape and blue tac off floor.					
5th THURSDAY OF MONTH (if applicable)					
Bag Racks – Sweep and pick up rubbish etc around and under bag racks					

CLEANING CHECKLIST FOR MONTH OF _____ 2019
(17/12/19)

Cleaning Staff					
	Initials				
FRIDAY					
Kitchen – Use blue cloths for benches, sinks, shelves, fridge, and freezer, cupboards.					
All rooms and open areas – Use Yellow cloths					
Weekly					
Sinks and fittings - clean and polish with gumption, empty out sink plugs	W1	W2	W3	W4	W5
Toaster – Shake out the toaster and empty crumb drawers. Wipe outside.					
Wash Blankets – Wash and dry blankets					
Dishwasher – Pull out white plug and drain. Remove the silver cylinder filter and the tray filter and rinse off food. Put tray and cylinder filters back together, put in plug and turn on dishwasher.					
Walkie/Talkies – Disinfect the Walkie Talkies					
1st FRIDAY OF MONTH					
Cobwebs – remove both inside and outside building using broom					
2nd FRIDAY OF MONTH					
Chairs – Clean all chairs with disinfectant and wipe down with yellow cloths					
3rd FRIDAY OF MONTH					
Ramps - Sweep the concrete and wooden ramp. Clean out the drain on the concrete ramp.					
Kitchen Floor – Scrub floor with brush and then mop clean					
4th FRIDAY OF MONTH					
Air-conditioners – Wipe vents with disinfectant, clean filters. If message to clean filters is on the air conditioners, delete message.					
Zen Area – Shake mats and Tidy area, vacuum area and wet mop					
5th FRIDAY OF MONTH (if applicable)					
Do any jobs not completed during the month and initial when done					

APPENDIX 11 – Staff Daily Checklist Policy 5.5

STAFF DAILY CHECKLIST (17/12/19)

BEFORE SCHOOL CARE		
health and safety/breakfast	name	sign
hand soap/paper towels		
workplace health and safety checklist		
wipe down water bubbler and spout		
1. wipe surfaces with cleaning solution		
2. wipe surfaces with sanitising solution		
check roll for special dietary needs		
toaster/cereal/fruit		
serve breakfast until 8:15am (last call 8:00am)		
wash dishes and washing up buckets, put in dishwasher		
wipe benches, shelves and toaster with disinfectant		
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		
update afternoon tea ingredients list		
update UV index		

programmed activity	
outside area supervision	
RAMP/gardening area activity	
prep drop off	

ASC 2:30pm Educator Checklist	
Health and Safety Checklist	
Afternoon tea mats	
Noticeboard update	
Programmed Activity Set up	
Clipboards Set Up	
Set up Outdoor Spaces	
Set Up Craft trolley	
Observations, CMC & Reflections	

STAFF DAILY CHECKLIST

DATE:

STAFF DAILY CHECKLIST (17/12/19)

AFTER SCHOOL CARE		
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 @ 4:45pm		
seconds food temperature test	temperature	
wash dishes and washing up tubs, put in dishwasher		
wipe benches and shelves		
place used cloths in laundry		
Put pillow cases on pillows		

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 and wash out composting bucket (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		
sweep room, chairs stacked, toys packed up		
flush toilets and look both sides		
turn off aircon, 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:

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:

APPENDIX 13 – Evacuation Evaluation Form - Policy 7.2**Evacuation Drill Evaluation (17/12/19)**

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?		
Is 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?		
What was this feedback?		

Follow up

APPENDIX 14 – Lockdown Evaluation Form Policy 7.3**++ Lockdown Drill Evaluation (17/12/19)**

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?		
What was the feedback from the children?		

Follow up

APPENDIX 15 – Services Code of Conduct - Policy 8.9

MAYFIELD STATE SCHOOL OSHC EMPLOYEE/VOLUNTEER CODE OF CONDUCT

The code of ethics provides a basis for critical reflection, a guide for professional behaviour and general assistance with the resolution of ethical dilemmas.

All educators, volunteers and ancillary staff members agree to:

- Abide by any relevant legislative and National Quality Standard requirements as well as understand and actively implement the policies, procedures and rules of the service;
- Value the different perspectives of educators, supporting and working collaboratively to maintain the philosophy and goals of the service;
- Contribute to creating a positive atmosphere of trust and openness through modelling respectful and courteous language and behaviour;
- Maintaining a safe environment for all including active supervision of children, compliance with Workplace Health and Safety requirements and ensuring all necessary documentation is completed;
- Treat children, families, educators, other employees, members of the Management Committee or visitors to the service with courtesy, respect and consideration at all times;
- Only discuss confidential information or issues of the service with appropriate people within the service and not with any person outside the organisation, unless required by law;
- Resolve any conflicts with other employees or members of the Management Committee using the policy and procedures developed within the service;
- Represent the Service in a positive way;
- Act positively on complaints and provide services to the best of their ability;
- Strive to build a harmonious, equitable and non-discriminatory workplace;
- Wear clean, neat clothes, professionally appropriate to the type of work to be undertaken and not offensive to the children, families, other employees, Committee members or visitors of the service.

****Note****

It is unacceptable for any employee/volunteer to use any form of harassment, physical, verbal or emotional punishment when carrying out their duties with children, families, other employees or other visitors to the Service.

I, ... have read and understood the material contained within the Employee/Volunteer Code of Conduct.

Employee/Volunteer Signature: _____

Date:

APPENDIX 16 – Complaints Record Form Policy 9.5

COMPLAINTS RECORD

Name of complainant:

Date complaint made:	Time:
Summary of complaint ☐ Verbal complaint ☐ Written complaint	
Summary of discussion:	
Name of second person present (if applicable):	
Summary of resolution:	
Further action required by management? ☐ YES ☐ NO	
OSHC Co-ordinator/employee name:	
Signatures of those present:	
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