

# Policies & Procedures

Double Bay Out of School Hours Inc

Reviewed and endorsed by our parent volunteer committee  
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# Acceptance & Refusals of Authorisations

## Policy Statement:

Our service will request authorisation from families when required to ensure the safety of the children and staff and may refuse a request unless the appropriate authorisation is provided. For example, if a child is to attend an extra-curricular activity for which authorisation is required, but has not been given, this will result in the child not being able to participate in the activity. Preferably, authorisation is required in written format, however in some circumstances staff discretion may be used. The Education and Care Services National Regulations require services to ensure that an authorisation (permission) is obtained from families in certain situations. For example, the Regulations stipulate an authorisation must be obtained for:

- Administering medication to children (Regulation 93)
- Children leaving the premises of a service with a person who is not a parent of the child (Regulation 99)
- Children being taken on excursions (Regulation 102)
- Access to personal records (Regulation 181)

Authorisation from families may also be required if:

- A child is leaving the service to attend an extra-curricular activity away from the service, for example, attending a sporting activity, dance, drama, etc. that is run by a provider other than the OSHC service. Children are leaving the service to make their own way home.

## Considerations

Regulations 93, 94, 99, 102, 157, 158, 161, 181

National Quality Standards: Element 2.3, 7.3

Parent Handbook

Staff Handbook

Administration of Medication Policy

Enrolment and Orientation Policy

Excursions Policy

Providing a Child Safe Environment Policy

## Procedure

### The Nominated Supervisor, or the person in day-to-day charge of the service will:

- Ensure documentation relating to authorisation (permission) from families contains:
  - The name of the child enrolled in the service;
  - The date;
  - Signature of the child's parent/guardian or nominated person who is on the enrolment form;
  - The approximate time the child will return to the service if the child is leaving the service to attend an extra-curricular activity and the time they will return to the service (if applicable);
  - The original form/letter provided by the service;
  - Apply these authorisations to the administration of medication, excursions and access to records.
- Keep these authorisations in the child's enrolment record.

- Ensure the child will not be permitted to leave the service to attend any extra-curricular activity until authorisation is obtained.
- Ensure that children are not permitted to sign themselves out or leave the service without an authorised adult, unless written authorisation has been given.
- Obtain written authorisation, if a person other than the parents/guardian or other nominated person cannot collect the child.
- In certain circumstances, verbal authorisation may be accepted at the discretion of the certified supervisor on duty. This would be relevant in situations where there has been an emergency situation and no one from the child's authorised list is able to collect the child. An email, text message or notification through Xplor is suitable as written authorisation.
- Exercise the right to refuse if written or verbal authorisations do not comply with the requirements outlined above.
- Waive compliance for authorisation 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 family and emergency services as soon as practicable after the medication has been administered.

# Administration of First Aid

## Policy Statement

Our service will provide and maintain a high level of care for children attending the service. The service will ensure that necessary educators will be suitably qualified in emergency first aid management and that first aid equipment and support will be available to all children, educators and visitors to the service and whilst on excursions. Ideally, all educators will undertake senior first aid, asthma management and anaphylaxis management training to ensure full and proper care of all is maintained (My Time Our Place 3).

## Considerations

Regulation 12, 87, 89, 136  
National Quality Standards 2.1  
NSW Code of Practice: First Aid in the Workplace  
Parent Handbook  
Staff Handbook  
Excursion Policy  
Injury and trauma Policy  
Infectious Disease Policy  
Management of Incident  
Providing a Child Safe Environment Policy

## Procedure

- ❖ The nominated supervisor is responsible for ensuring that a minimum of one educator who is currently qualified in senior first aid, asthma management and anaphylaxis management is present at the service at all times it is educating and caring for children.
- ❖ The service will endeavour to have all educators holding a current first aid qualification.
- ❖ A current first aid certificate or willingness to undergo training will be advertised for all new positions.
- ❖ The centre will budget for the cost of the first aid course or renewal for each educator as part of the training budget.
- ❖ An educator will be designated the duty of maintaining the kits to ensure that they are fully stocked, and that all items are within the use by date. At orientation, educators and volunteers will be made aware of the first aid kit, where it is kept and their responsibilities in relation to it.
- ❖ A fully stocked and updated first aid kit will be kept in the designated secure place in the centre. Educators are to ensure that this is easily accessible to adults.
- ❖ A separate travelling first aid kit will be also maintained and taken on all excursions and outdoor activities.
- ❖ The first aid kit will contain the minimum equipment suggested by the Red Cross or St John's Ambulance and a first aid manual will be kept at the centre. A cold pack will be kept in the freezer for treatment of bruises and swelling. An inventory of the kits will be maintained and checked each term.
- ❖ Qualified first aiders will only administer first aid in minor accidents or to stabilise the victim until expert assistance arrives in more serious accidents.
- ❖ Telephone numbers of emergency contacts, local doctor and poisons centre will be located next to the phone.

- ❖ In the event of an emergency, the educator administering the first aid must not leave the patient until emergency services or the parent arrives. A second educator should make all emergency calls.

### **First Aid Kit**

The first aid kit should provide basic equipment for administering first aid for injuries including:

- ❖ Cuts, scratches, punctures, grazes and splinters
- ❖ Muscular sprains and strains
- ❖ minor burns
- ❖ amputations and/or major bleeding wounds
- ❖ broken bones
- ❖ eye injuries
- ❖ shock

### **Minor Incidents**

In the case of a minor accident, the first aid attendant will:

1. Reassure the child
2. Assess the injury
3. Attend to the injured person and apply first aid as required.
4. Ensure that disposable gloves are used with any contact with blood or bodily fluids.
5. Ensure that all blood or bodily fluids are cleaned up and disposed of in a safe manner as per the infectious diseases policy.
6. Ensure that anyone who has come in contact with any blood or fluids washes their hands thoroughly in warm soapy water.
7. Record the incident and treatment given in the IIIT book (incident, injury, illness, and trauma) recording the following details:
  - Name and age of child
  - Date, time, and location of incident
  - Description of injury and circumstances of how it occurred, including witnesses.
  - Treatment given and name and signature of first aid attendant
  - Time and date of report and name and signature of a person making report
8. Notify the parents either by phone after the incident if seen fit or on their arrival to collect the child.
9. Parental signature confirming knowledge of the accident report form will be gained at the soonest possible convenience.

Where the service has had to administer first aid and the incident is deemed serious as per Regulation 12, the Nominated Supervisor will ensure that the steps outlined in the “Management of Incident, Injury, Illness and Trauma” policy are followed and the Regulatory Authority is notified within 24 hours of either the incident or them becoming aware of the incident.

# Behaviour Guidance

## Policy Statement

Our service believes that children have the right to feel physically and psychologically safe. We aim to provide an environment where all children and educators feel safe, cared for and relaxed and which encourages cooperation and positive interactions between all persons (My Time, Our Place Outcome 1). This behaviour management policy is based on guidance, redirection and positive reinforcement. Educators will aim to guide rather than control the behaviour of the children in our care. Basic rules will be established based on safety, respect for others, order and cleanliness and will be communicated to all families, children and educators along with consequences for inappropriate behaviour. The service recognises the importance of children's input into developing the basic rules and helping to determine appropriate consequences for inappropriate behaviour (My Time, Our Place Outcome 2). Our service promotes a positive approach to managing the behaviour of all children. Children will be encouraged to resolve problems, defeats and frustrations where appropriate. This can be achieved by exploring possible solutions, and helping children understand and deal with their emotions. This will depend on the child's age and level of development (My Time, Our Place Outcome 3). The service will ensure no child being cared and educated for by the service is subjected to any form of corporal punishment or any discipline that is unreasonable in the circumstances. The service will ensure that every reasonable precaution is taken to protect children being cared for or educated by the service from harm and any hazard likely to cause injury.

## Considerations

Regulation 73, 74, 76, 155, 156,168.  
NQS 1.2, 2.3, 3.1, 3.2, 5.1, 5.2, 6.1, 6.3  
Children (Education and Care Services National Law Application) Act 2010  
UN Convention on the Rights of the Child  
Child Protection Policy  
Confidentiality Policy  
Enrolment & Orientation Policy  
Interactions with Children Policy  
Providing a Child Safe Environment Policy

## Procedure

### Guidelines

- Educators will ensure that expectations relating to children's behaviour are clear and consequences for inappropriate behaviour are consistently applied.
- Educators will act as a positive role model for acceptable behaviour and encourage and reward acceptable behaviour.
- Educators will have access to training and support in positive approaches to behaviour management. This will be made available as part of the training budget.
- Whilst at the service, we expect that the children will comply with the following basic rules:
  - Respect each other
  - Respect other people's property and that of the service

- Share with other children and be inclusive
- Accept and respect individual needs and differences
- Clean up after activities
- Be polite to educators and to each other
- Follow the instructions from educators
- Play only in the allocated areas and as directed by educators and not enter areas that educators have designated as “out of bounds”
- Remain in the supervised area of the program until the authorised person collecting them has signed them out
- Not participate in physical fighting (play or real), for example, spitting, throwing toys, stones or dangerous objects.
- Not bully or engage in any form of aggressive behaviour
- Use appropriate language at all times.

### **Guiding Children’s Behaviour**

Steps that educators take towards establishing good behaviour management include:

- Establishing positive relationships, which are the foundation for building children’s self-respect, self-worth and feelings of security
- Observing children to identify triggers for challenging behaviours. Paying attention to the child’s developmental level and any program issues that may be impacting on the behaviour
- Using positive approaches to behaviour guidance. Some of these include positive acknowledgement, redirection, giving explanations, encouragement, giving help, collaborating to solve problems and helping children to understand the consequences and impact of their behaviour
- Supporting children by providing acceptable alternative behaviours when challenging behaviour occurs
- Ensuring limits are consistent, carried out in a calm, firm manner, followed through and that children are helped to behave within the limits
- Involving the family and the child in appropriate ways in addressing challenging behaviour
- Using other professionals when necessary to help with behaviour guidance, for example, the Inclusion Support Facilitator (ISF)
- Identifying children’s strengths and building on them
- Seeking support from other educators and management.

### **Correction Steps**

- When a child’s behaviour is deemed inappropriate to either him/herself or others, or if a child’s behaviour is intrusive to another person’s enjoyment, then educators will actively intervene and take steps to attempt to resolve the situation.
- Inappropriate behaviour can include bullying, being uncooperative, not listening to reasonable requests from educators, or consistently disregarding the basic rules. In these instances, the following steps will be taken:
  - The educator will explain to the child that this type of behaviour is inappropriate.
  - The educator will redirect the child to a different activity within the room (or outdoors).
  - If aggressive or inappropriate behaviour continues, the child will sit away from the group to calm down and think about their actions. After a short period of time, the educator will have a discussion with the child with respect to their actions, and then the child will return to play.
  - A discussion will be held with the child’s family when the child is collected.

### **Persistent Inappropriate Behaviour**

If inappropriate behaviour continues over a period of time, a meeting between educators, nominated supervisor, child and family will be arranged. The meeting agenda will cover:

- Alternative approaches to behaviour guidance
- The child's life outside the service
- Any problems that may be causing the behaviour
- A mutual strategy for improving behaviour will be discussed and closely monitored by educators, the nominated supervisor and the child's family.
- Should it be necessary, and with the consent of the family, advice and assistance will be sought from relevant external specialists to address the matter.
- In extreme cases, to protect other children and educators, the service reserves the right to exclude the child from the service; this may be a temporary or permanent measure. Exclusion will only be considered after:
  - The child's family has been notified and given the opportunity to discuss their child's behaviour
  - Educators, Nominated Supervisor and Approved Provider, have given careful consideration to the problem.
  - Adequate support and counselling is sought (if necessary)
  - Clear procedures have been established for accepting the child back into the service.

# Child Protection

## Policy Statement

Double Bay Out of School Hours Care believes that it is every child's right to be safe and protected from all forms of abuse, violence or exploitation. It is the legal and moral obligation of all adults who work within our service to ensure the safety and wellbeing of all children in our care. All staff, including casual staff, volunteers and students have a duty of care to ensure the safety and protection to all children who access the service's facilities and/ or programs. The safety and welfare of all children is of paramount importance. Staff and management have a legal responsibility, as Mandatory Reporters, to take action to protect and support children they suspect may be at significant risk of harm. Our service will carry out the responsibilities of Mandatory Reporters as indicated under legislation. This responsibility involves following the procedures as outlined by the Department of Communities and Justice.

## Considerations

National Quality Standards: Quality Area 7  
Child Protection (Prohibited Employment) Act 1998  
Commission for Children and Young People Act 1998  
Keep Them Safe – Information session/ overview participants manual 2009/2010  
Legislation Amendment (Wood Inquiry Recommendations) Act 2009 No 13  
Ombudsman Act 1974 (with relevant Child Protection Amendments)  
NSW Child Protection Interagency Guidelines  
NSW Children and Young Person's (Care and Protection) Act 1998 (2006)  
NSW Department of Communities and Justice

## Procedure

### Mandatory Reporting

- A Mandatory Reporter is anybody who delivers services to children as part of their paid or professional work.
- In OOSH services mandatory reporters are:
  - Staff that deliver services to childrenManagement, either paid or voluntary, whose duties include direct responsibility or direct supervision for the provision of these services.
- Staff are mandated to report to Community Services if they have current concerns about the safety or welfare of a child relating to section 23 of the NSW Children and Young Persons (Care and Protection) Act 1998
- Section 23 (1)
  - a-b) Child is at significant risk of harm – Neglect
  - a) basic physical or psychological needs not being met or are at risk of not being met) parents/ carers unwilling or unable to provide necessary medical care
  - b1) parents/ carers unwilling or unable to arrange for the child or young person to receive an education
  - c) Child is at significant risk of harm – Physical / Sexual abuse
  - d) Child is at significant risk of harm – Domestic violence

- e) Child is at significant risk of harm – Serious Psychological harm
  - f) Child is at significant risk of harm – Prenatal report
- Staff will undergo training in relation to child protection and reporting as part of the training budget.
- Any staff that forms a belief based on reasonable grounds that a child is at risk of harm should ensure they record the details of the report in a clear objective format.
- Reports should be treated with strict confidentiality in adherence to the service’s Confidentiality Policy and Procedures.
- Any staff who forms a belief based on reasonable grounds that a child is at risk of harm should discuss their concerns with their coordinator/authorised supervisor, as he or she may have information the staff member is not aware of. The coordinator will then assist staff in running the online Mandatory Reporters Guidelines tool (see point below for more information) to determine whether the report meets the threshold for **significant** risk of harm.
- If directed by MRG to report to Community services, staff should report their concerns to the Child Protection Helpline:
  - Mandatory Reporters phone 13 36 27
  - Non-Mandatory reporters phone 132 111
- When reporting to the Helpline it is important to have as much information as possible available to give to the Helpline. This might include child’s information, family information, reporter details and outcomes of the MRG.
- If Coordinator/authorised supervisor has been advised to but has not reported to Community Services you are legally responsible to do so.
- Once a report is made to the CS Helpline no further report needs to be made unless new information comes to hand.

### **Mandatory Reporting Guidance tool**

A Mandatory Reporting Guidance tool has been developed to help frontline mandatory reporters, including OOSH workers determine whether the risk to a child or young person meets the new statutory threshold of ‘risk of significant harm’. The MRG will guide reporter on what action should be taken. The MRG is an interactive tool and is available online at <https://reporter.childstory.nsw.gov.au/s/mrg>. If still in doubt the Community Services Helpline will provide feedback about whether or not the report meets the new threshold for statutory intervention. If new information presents concerning the child or young person run the MRG tool again. Where concerns do not meet the significant harm threshold, the MRG tool may guide you to ‘Document and continue the relationship’. This requires the service to continue to support, provide services, and coordinate assistance and referral for the child and their family. The report page from the MRG should be printed and placed in the child/family file for future reference regardless of whether or not further action is recommended.

### **Information exchange**

In order to provide effective support and referral it may be necessary to exchange information with other prescribed bodies including government agencies or non-government organisations and services.

- The NSW Children and Young Persons (Care and Protection) Act 1998 has been amended (2009) to include chapter 16A Information Exchange
- Chapter 16A requires prescribed bodies to take reasonable steps to coordinate decision making and the delivery of services regarding children and young people
- Under Chapter 16 A NSW Children and Young Persons (Care and Protection) Act 1998, Staff will exchange information that relates to a child or young person's safety, welfare or wellbeing, whether or not the child or young person is known to Community Services and whether or not the child or young person consents to the information exchange.

- The information requested or provided **must** relate to the safety, welfare or wellbeing of the child. Information includes:
  - A child or young person's history or circumstances
  - A parent or other family member, significant or relevant relationship
  - The agency's work now and in the past
- Where information is provided in good faith and according to legal provisions, under section 29 & section 245G NSW Children and Young Persons (Care and Protection) Act 1998; reporters cannot be seen as breaching professional etiquette or ethics or as a breach of professional standards. There can be no liability for court action.

NOTE: It is recommended that services develop a separate policy relating specifically to Information exchange

#### **Where a complaint is made about a staff member, or someone in the service**

- Should an incident occur that involves a child being put at risk of harm from a member of staff, volunteer, trainee or person visiting the service, this is regarded as 'reportable conduct' and necessitates such conduct being reported within 30 days.
- Where the allegation is made to a staff member or member of management the facts as stated will be recorded in writing, using an Incident Report template that includes dates, times, names of person/s involved, name of person making allegation and the person making the report. This report should be kept on record and treated as strictly confidential.
- If the Coordinator or person in charge is suspected then the chairperson on management committee should be informed.
- Management will also follow this advice. The matter will be treated with strict confidentiality.
- For the protection of both the children and the staff member involved, the staff member should be encouraged to take special leave or removed from duties involving direct care and contact with children, until the situation is resolved.
- Support should be provided to all involved. This support can be given in the form of counseling or referral to an appropriate agency.

#### **Recruitment of staff**

- All staff employed by the service including management, full time/ part time carers, volunteers and students will be subject to a Working with Children Check carried out by the NSW Commission for Children and Young People. Written approval from the prospective employee will be sought prior to this check being carried out.
- When the service engages a self employed individual to provide services, the provider is required to provide a Certificate for Self-Employed People. This certificate ensures verification that the person employed is not banned by law from working with children. These certificates are issued through the NSW Commission for Children and Young People. Application form and instructions are available on [www.kids.nsw.gov.au](http://www.kids.nsw.gov.au)

#### **For further information**

Child Story <https://reporter.childstory.nsw.gov.au/s/>

MyGov [www.my.gov.au](http://www.my.gov.au)

Community Services <https://www.facs.nsw.gov.au/families>

NSW Commission for Children and Young People <https://www.acyp.nsw.gov.au/>

Child Protection Helpline 13 36 27

# Confidentiality

## Policy Statement

Our Service will make every effort to protect the privacy and confidentiality of all individuals associated with the service by ensuring that all records and information about individual children, families, educators, staff and management are kept in a safe and secure place and is not divulged or communicated, directly or indirectly, to another person other than:

- To the extent necessary for the education and care of the child
- To the extent necessary for medical treatment of the child
- Family of the child to whom the information relates
- The Regulatory Authority or an authorised officer as expressly authorised, permitted or required under the Education and Care Services National Law and Regulations
- With the written consent of the person who provided the information.

## Considerations

Regulations 145 – 152, 168, 174 – 177, 183

National Quality Standards: Element 4.2, 5.1, 7.3

Work, Health and Safety Act (2011)

Privacy Act (1988)

Parent Handbook

Staff Handbook

Governance and Management Policy

Parent Handbook

Staff Handbook

## Procedure

### (a) Collection of personal information

- Before collecting personal information, the service will inform individuals of the following:
  - The purpose for collecting the information;
  - What types of information will be disclosed to the public or other organisations;
  - When disclosure will happen;
  - Why disclosure needs to occur;
  - How information is stored;
  - The strategies used to keep information secure;
  - Who has access to the information;
  - The right of the individual to view their personal information
  - The length of time information needs to be retained; and
  - How information will be disposed of.
  - All information regarding the children and their families attending the service is to be used solely for the purposes of providing childcare and meeting the administration requirements of operating the service.
- All information regarding any child/family enrolled in the service will only be accessible to authorised persons. The Approved Provider and the Nominated Supervisor will determine who is authorised to access records.

**(b) Retention and Storage of Records**

- The Service will ensure that documents set out in the Education and Care Services National Regulations (Regulation 177) are kept in a safe and secure place for the length of time outlined in Regulation 183 (2).
- The Approved Provider will develop a practice in relation to the retention and disposal of records.
- In the event that approval of the service is transferred, the requirements of Regulation 184 will be followed.

**(c) Disclosure of Information**

- Personal information regarding the children and their families is not to be discussed with anyone outside the service, except in circumstances outlined in Regulation 181.
- Families may seek access to the personal information collected about them and their child by contacting the Nominated Supervisor at the service. Children may also seek access to personal information about themselves. However access may be denied where access would impact on the privacy of others; where access may result in a breach of the service's duty of care to the child; or where the child has provided information in confidence.
- Lists of children's or families names, emails and phone numbers are deemed confidential and are not for public viewing and will not be issued to any other person or organisation without written consent.
- No personal information regarding a staff member is to be given to anyone without his/her written permission.

**(d) Personal Conversations**

- Personal conversations with families about their children, or other matters that may impact on the child's enrolment, for example, fees, will take place in an area that affords them privacy.
- Personal conversations with educators and staff about matters relating to their performance will take place in an area that affords them privacy.

**(e) Maintenance of Information**

- The Nominated Supervisor is responsible for maintaining all service records required under the Education and Care Services National Regulations (Regulation 168) and other relevant legislation, for example, Work, Health and Safety, Australian Taxation Office, Family Assistance Office, Department of Education, Employment and Workplace Relations (DEEWR) and for ensuring that information is updated regularly.
- The service takes all reasonable precautions to ensure personal information that is collected, used and disclosed is accurate, complete and up-to-date.
- Individuals will be required to advise the service of any changes that may affect the initial information provided.

# Dealing with Infectious Diseases

## Policy Statement

Our Service will provide a safe and hygienic environment that will promote the health and wellbeing of the children (“My Time, Our Place” Outcome 3). We will take all reasonable steps to prevent and manage the spread of infectious diseases through the implementation of procedures that are consistent with the guidelines of State Health Authorities.

## Considerations

Regulations 85-88

National Quality Standards: Element 2.1

Enrolment and Orientation Policy

Incident, Injury, Illness and Trauma Policy

Providing a Child Safe Environment Policy

## Procedure

### a) Prevention

- Universal precautions will be consistently applied across service practices to ensure prevention of the spread of infections is effective.
- A regularly updated copy of the Department of Health guidelines on infectious diseases will be kept at the service for reference by staff, management and families.
- If a child is showing symptoms of an infectious disease whilst at home, families are not permitted to bring the child to the service. Children who appear unwell when being signed in by their family will not be permitted to be left at the service.
- Hand washing will be practised by all educators and children upon entering the service, before preparing or eating food and after all dirty tasks such as toileting, cleaning up any items, wiping a nose, before and after administering first aid, playing outside or handling an animal. In addition educators will wash their hands before leaving the service.
- The service will be cleaned daily and rosters maintained as evidence of the cleaning tasks being undertaken.
- All toilet facilities will have access to a basin or sink with soap and paper towel for washing and drying hands.
- Women and girls will have access to proper feminine hygiene disposal.
- Soap and paper towels will also be available in the kitchen area.
- All toilets, hand basins and kitchen facilities used by the service will be cleaned and disinfected daily. General surfaces will be cleaned with detergent after each activity and at the end of the day and all contaminated surfaces will be disinfected.
- Toys will be washed, cleaned and disinfected on a regular basis with material items such as dress ups and cushion covers laundered as required but a minimum of quarterly.
- Educators will maintain and model appropriate hygiene practices and encourage the children to adopt effective hygiene practices. As part of children taking increasing responsibility for their own health and physical wellbeing, educators should acknowledge children who are modelling hygiene practices.
- Informal education in proper hygiene practices will be conducted on a regular basis, either individually or as a group through conversations, planned experiences, inclusion in service

routines and reminders. Health and hygiene practices will be highlighted to parents, and where appropriate information sheets or posters will be used by educators to support these practices.

- Educators will aim to provide a non-judgmental approach to differences in hygiene practices and standards between families in order to support children's developing sense of identity. Where practices differ to standards expected in the service remind children that these are practices to be followed in the service but they may be different for them at home.
- All educators will be advised upon appointment to the position to maintain their immunity to common childhood diseases, tetanus and Hepatitis B through immunisation with their local health professional

#### **b) Management**

- Children and staff with infectious diseases will be excluded from the service for the period recommended by the Department of Health.
- Where there is an outbreak of an infectious disease, each enrolled child's family/emergency contact will be notified within 24 hours under ordinary circumstances. The service will maintain confidentiality when issuing the notification and ensure it is not prejudicial or identify any children.
- In the event of an outbreak of vaccine-preventable disease at the service or school attended by children at service, parents of children not immunised will be required to stay at home for the duration of the outbreak, for their own protection.
- If a child develops symptoms of a possible infectious disease whilst at the service, their family will be contacted to take the child home. Where they are not available, emergency contacts will be called to ensure the child is removed from the service promptly.
- All staff dealing with open sores, cuts and bodily fluids shall wear disposable gloves and practice universal precautions.
- Staff with cuts, open wounds or skin diseases such as dermatitis should cover their wounds and wear disposable gloves.
- Disposable gloves will be properly and safely discarded and staff are to wash their hands after doing so.
- If a child has an open wound it will be covered with a waterproof dressing and securely attached.
- If bodily fluids or blood gets on the skin but there is no cut or puncture, wash away with hot soapy water.
- In the event of exposure through cuts or chapped skin, promptly wash away the fluid, encourage bleeding and wash in cold or tepid soapy water.
- In the event of exposure to the mouth, promptly spit it out and rinse mouth with water several times.
- In the event of exposure to the eyes, promptly rinse gently with cold or tepid tap water or saline solution.
- In the event of having to perform CPR, disposable sterile mouth masks are to be used, or if unavailable a piece of cloth. The staff person in charge of the first aid kit will ensure that a mask is available in the kit at all times.
- Any exposure should be reported to the Coordinator/Nominated Supervisor and management to ensure proper follow up procedures occur.
- When assisting children with toileting and nappy changing, staff will ensure that they wear gloves and wash their hands afterwards. They will also encourage the child to wash their hands.
- Staff will consider the resources they are using when assisting school age children when toileting to ensure they are age appropriate and ensure privacy for the child and ease of use by staff.
- Any soiled clothing shall be handled using disposable gloves and be placed in a sealed plastic bag for the parents to take home for laundering. The service will never rinse soiled clothing.
- Any blood or bodily fluid spills will be cleaned up immediately, using gloves and the area fully disinfected. Cloths used in cleaning will be wrapped in plastic bags and properly disposed of according to current infection control guidelines.
- The Public Health Unit will be notified if any child contracts a vaccine-preventable disease.

- Payment of fees will be required for children during an outbreak of a vaccine-preventable disease, unless other arrangements discussed and agreed to by the management committee, have been made.
- The Service Coordinator will at all times follow the recommendations as outlined in the Health Department document.
- The decision to exclude or re-admit a child or staff member will be the responsibility of the Coordinator based on the child's symptoms, medical opinion and Department of Health guidelines for children who have an infectious disease or who have been exposed to an infectious disease.
- The Coordinator or staff members have the right to refuse access if concerned about the child's health.
- Children and staff with diarrhoea will be excluded for 24 hours after the symptoms have disappeared or after a normal stool.
- A doctor's clearance certificate will be required for all infectious diseases such as measles, mumps diphtheria, hepatitis A, polio, unidentified skin diseases/rash, tuberculosis, typhoid and paratyphoid before returning to the service.

**c) Management of HIV/AIDS/Hep B and C**

- Under the Federal Disability Act and the Equal Opportunity Act, there will be no discrimination based on a child's/family/educators HIV status.
- A child with AIDS shall be treated as any other child and will have the same level of physical contact with educators as other children in the centre.
- Where educators are informed of a child, family member or another educator who has HIV/AIDS or Hep B or C, this information will remain confidential at all times. The service has no obligation to advise other families attending the service of a child's or educators HIV status.
- Proper safe and hygienic practices will be followed at all times and implementation of procedures to prevent cross infection as identified in this policy will be consistently implemented.
- Educators and families will be encouraged to participate in AIDS and Hepatitis education.

# Dealing with medical conditions and administration of medication

## Policy Statement

Our service will work closely with children, families and where relevant schools and other health professionals to manage medical conditions of children attending the service. We will support children with medical conditions to participate fully in the day to day program in order to promote their sense of well being, connectedness and belonging to the service ("My Time, Our Place" 1.2, 3.1). Our educators will be fully aware of the nature and management of any child's medical condition and will respect the child and the family's confidentiality ("My Time, Our Place" 1.4). Medications will only be administered to children in accordance with the National Law and Regulations.

## Considerations

Regulations 90-91, 92-96, 178, 181-184  
National Quality Standards: Element 2.1, 6.2, 6.3  
Administration of First Aid Policy  
Enrolment and Orientation Policy  
Management of Incident, Injury, Illness and Trauma policy  
Providing a Child Safe Environment Policy

## Procedure

### a) Dealing with medical conditions

- Families will be asked to inform the service of any medical conditions the child may have at the time of enrolment. This information will be recorded on the child's enrolment form.
- Upon notification of a child's medical condition, the service will provide the family with a copy of this policy in accordance with regulation 91.
- Specific or long term medical conditions will require the completion of a medical management plan developed in conjunction with the child's doctor and family.
- It is a requirement of the service that a risk minimisation plan and communication plan is developed in consultation with the child's family. The Coordinator will meet with the family and relevant health professionals as soon as possible prior to the child's attendance to discuss the content of the plan to assist in a smooth and safe transition of the child into the service.
- Content of the management plan will include:
  - Identification of any risks to the child or others by their attendance at the service.
  - Identification of any practices or procedures that need adjustment at the service to minimise risk e.g. food preparation procedures.
  - Process and timeline for orientation or training requirements of educators.
  - Methods for communicating between the family and educators if there are any changes to the child's medical management plan.
- The medical management plan will be followed in the event of any incident relating to the child's specific health care need, allergy or relevant medical condition. All educators including volunteers and administrative support will be informed of any special medical conditions affecting children

and orientated regarding the necessary management. In some cases specific training will be provided to educators to ensure that they are able to effectively implement the medical management plan.

- Where a child has an allergy, the family will be asked to supply information from their doctor explaining the effects if the child is exposed to whatever they are allergic to and to explain ways the educators can help the child if they do become exposed.
- Where possible the service will endeavour to not have that allergen accessible in the service.
- All medical conditions including food allergies will be placed on a noticeboard near the kitchen area out of the sight of general visitors and children. It is deemed the responsibility of every educator at the service to regularly read and refer to the list.
- All relief staff will be informed of the list on initial employment and provided orientation on what action to take in the event of a medical emergency involving that child.
- Where a child has a life threatening food allergy and the service provides food, the service will endeavour not to serve the particular food allergen in the service when the child is in attendance and families will be advised not to supply that allergen for their own children. Families of children with an allergy may be asked to supply a particular diet if required (e.g. soy milk, gluten free bread).
- Where it is necessary for other children to consume the particular food allergen (e.g. milk or other dairy foods) the child with a food allergy will be seated separately during meal times and all children will wash their hands before and after eating.
- Where medication for treatment of long term conditions such as asthma, diabetes, epilepsy, anaphylaxis or ADHD is required, the service will require an individual medical management plan from the child's medical practitioner or specialist detailing the medical condition of the child, correct dosage of any medication as prescribed and how the condition is to be managed in the service environment.
- In the event of a child having permission to self medicate this must be detailed in an individual medical management plan including recommended procedures for recording that the medication has been administered. The doctor must provide this plan. In one off circumstances the service will not make an exception to this rule and will require the families to complete the procedure for the educators to administer the medication.

#### **b) Administration of Medication**

- Prescription medication will only be administered to the child for whom it is prescribed, from the original container bearing the child's name and with a current use by date. Non-prescription medication will not be administered at the service unless authorised by a doctor.
- Educators will only administer medication during services operating hours.
- Permission for a child to self medicate will be administered with the families written permission only, or with the verbal approval of a medical practitioner or parent in the case of an emergency.
- In the event that a case of emergency requires verbal consent to approve the administration of medication, the service will provide written notice to the family as soon as practical after administration of the medication.
- An authorisation is not required in the event of an asthma or anaphylaxis emergency however the authorisation must be sought as soon as possible after the time the parent and emergency services are notified
- Families who wish for medication to be administered to their child or have their child self administer the medication at the service must complete a medication form providing the following information;
  - Name of child
  - Name of medication
  - Details of the date, time and dosage to be administered. (General time, e.g. lunchtime will not be accepted.)
  - Where required, indicate if the child is allowed to administer the medication themselves or have an educator do it.

- Signature of family member
- Medication must be given directly to an educator and not left in the child's bag. Educators will store the medication in a designated secure place, clearly labelled and ensure that medication is kept out of reach of children at all times.
- If anyone other than the parent is bringing the child to the service, a written permission note from the parent, including the above information, must accompany the medication.
- An exception to the procedure is applied for asthma medication for severe asthmatics in which case the child may carry their own medication on their person with parental permission. Where a child carries their own asthma medication, they should be encouraged to report to an educator their use of the puffer as soon as possible after administering and the service maintain a record of this medication administration including time, educator advised and if the symptoms were relieved.
- Before medication is given to a child, the educator (with current First Aid Certificate) who is administering the medication will verify the correct dosage for the correct child with another educator who will also witness the administration of the medication.
- 
- After the medication is given, the educator will record the following details on the medication form: Name of medication, date, time, dosage, name and signature of person who administered and name and signature of person who verified and witnessed.
- Where a medical practitioner's approval is given, educators will complete the medication form and write the name of the medical practitioner for the authorisation.

# Delivery & Collection of Children

## Policy Statement

Our Service will ensure that children arrive at and leave the service in a manner that safeguards their health, safety and wellbeing. Educators will manage this by adhering to clear procedures regarding the delivery and collection of children, ensuring that families understand their requirements and responsibilities and accounting for the whereabouts of children at all times whilst in the service's care.

## Considerations

Regulations 99, 158-161, 168, 176.  
National Quality Standards: Element 2.3, 7.3  
Parent Handbook  
Staff Handbook  
Acceptance and Refusal of Authorisations Policy  
Administration of Medication Policy  
Excursions Policy  
Fees Policy  
Providing a Child Safe Environment Policy

## Procedure

### a) Delivery of Children:

- Children are not to be left at the service unattended at any time prior to the opening hours of the service.
- Any person delivering a child to the service must sign in at the service.
- Educators will be aware of each child's arrival at the service and exchange information with the person delivering the child such as who will be collecting the child.

### b) Authorised Collection of Children

The child may only leave the premises if the child:

- is given into the care of:
  - a parent\* of the child; or
  - an authorised nominee named in the child's enrolment record; or
  - a person authorised by a parent or authorised nominee named in the child's enrolment record to collect the child from the premises; or
- leaves the premises in accordance with the written authorisation of the child's parent or authorised nominee named in the child's enrolment record; or
- is taken on an excursion in accordance with the Excursions Policy
- is given into the care of a person or taken outside the premises
  - because the child requires medical, hospital or ambulance care or treatment; or
  - because of another emergency.
- The authorised nominee must present a photo identification card, drivers license, passport or other recognised proof of age card to be copied and added to the child's enrolment form. If the authorised nominee has not been given a relevant contact number and PIN to sign the child out of the service, the Certified Supervisor on duty may sign the child out of the service.

- If a parent/ guardian requires a sibling or person under the age of 18 to collect their child from Dboosh they must provide consent in writing. The sibling or person collecting the child must provide a student or proof of ID card on arrival.
- Written authorisation must be given in the child's enrolment form if children have permission to leave the service themselves. In this case, the Certified Supervisor on duty would sign the child out of the service. If a family decides their child can walk home after the enrolment form has been submitted, this must be provided in writing through email.

\*Note: **parent** does not include a parent who is prohibited by a court order from having contact with the child.

**c) Late Collection of Children:**

- Children must be collected by the closing time of the service.
- At 6.30pm parents/caregivers of children still at the service will be called to find out their estimated time of arrival. If there is no answer a voice message will be left and an emergency contact will be contacted from the child's enrolment form. This procedure will continue until contact is made with either the primary caregiver or emergency contact.
- A late pickup fee will be applied to the parents account if they arrive at 6:31pm or later (See Fees Policy).
- Children that are collected after 6:30pm three (3) times in a term may have their placement at the service reconsidered.

# Emergency & Evacuation

## Policy Statement

Our service aims to provide an environment that ensures the safety and wellbeing of children at all times (MTOP 1.1 & 3.1). All children and educators will be aware of, and practised in emergency and evacuation procedures. In the event of an emergency, natural disaster or threats of violence, these procedures will be implemented immediately. Children will be encouraged to discuss possible scenarios where emergency procedures may be required, ideas on improving them and ways to avert emergency situations (MTOP 4.2). Opportunities for older children to access and use the written emergency procedures to orientate new children prior to an emergency drill will be provided by educators on a regular basis prior to carrying out the emergency drill (MTOP 5.1 & 5.2)

## Considerations

Regulation 97  
National Standard 2.4  
Providing a Child Safe Environment  
Authorisations & Refusals Policy

## Procedure

- Risk assessments will be conducted to identify potential emergencies that are relevant to the service
- Emergency and evacuation floor plan and instructions are to be displayed in a prominent position near each exit
- All educators, including relief staff, will be informed of the procedure and their specific duties identified in their orientation to the service.
- Educators will discuss the emergency procedures with the children and the reasons for practising the drills prior to each emergency drill being undertaken.
- The emergency and evacuation procedures are rehearsed every 3 months by the staff members, volunteers and children present at the service on the day of the rehearsal.
- All emergency drills will be recorded with date, time and length of time it took to leave building. Additional comments from staff, children and families on recommendations for improvements can also be included in the record.
- No child or educator is to go to their bags to collect personal items during an emergency evacuation. This would lead to confusion and delays.
- The service will maintain a fire blanket and smoke detectors and have them checked regularly as per the manufacturer's instructions.
- Fire extinguishers will be installed and maintained in accordance with Australian Standard 2444. Educators will be instructed in their operation.
- Educators will only attempt to extinguish fires if the fire is small, there is no threat to their personal safety and they feel confident to operate the extinguisher and all the children have been evacuated from the room.
- *The Local Fire Authority should be contacted for advice and training on fire safety and this plan included in your procedures.*

The evacuation plan will include:

- ✓ Mapped routes of leaving the building, suitable for all ages and abilities.
- ✓ Plan of where the fire extinguishers are located displayed in a public place.
- ✓ A safe assembly point
- ✓ An alternative assembly area in case the first one becomes unsafe.
- ✓ List of items to be collected and by whom - Electronic Sign-in containing children's attendance and family contact details, and first aid kit
- ✓ List of current emergency numbers.
- ✓ Educator's duties in the emergency.

Educators will be nominated to:

- ✓ Make the announcement to evacuate, identifying where and how.
- ✓ Collect Electronic Sign-In, containing children's attendance and contact details.
- ✓ Make the phone call to 000 or other appropriate service, management and families as required.
- ✓ Check that the building and playground is empty and that all doors and windows are closed as far as possible, to reduce the spread of a fire.
- ✓ Supervise the children at the assembly area, and take a roll call of children, staff, and visitors.

When the emergency service arrives, the Coordinator will inform the officer in charge of the nature and location of the emergency and if there is anyone missing.

No one should re-enter the building until the officer in charge has said it is safe to do so.

### **Harassment and threats of violence**

If a person/s known or unknown to the service harasses or makes threats to children or educators at the service, or on an excursion, educators will:

- Calmly and politely ask them to leave the service or the vicinity of the children.
- Be firm and clear and remember your primary duty is to the children in your care.
- If they refuse to leave, educators will explain that it may be necessary to call the police to remove them.
- If they still do not leave, call the police (000).
- If the Coordinator is unable to make the call another educator should be directed to do so. Educators should liaise with team members in advance to determine a code phrase that will alert another team member to a threat situation arising and prompt them to contact police.
- Where possible, educators must endeavour to calmly move the children away from the person and this may be achieved quickly with the use of another code phrase that will encourage word of mouth transmission between children to move quickly from the area to another safer environment without causing them alarm ( as an example, the reminder to a child that ice cream is being served today at a specified location for all children).
- No educator should attempt to physically remove the unwelcome person, but try to remain calm and keep the person calm as far as possible and wait for the police.

- Educators should be aware of any unfamiliar person on the premises and find out what they want as quickly as possible and try to contain them outside the service.

# Excursion

## Policy Statement

Our Service will plan excursions to extend the educational programming at the service. Excursions are designed to allow children to explore their physical and social environment, including their local community, away from the service's premises ("My Time, Our Place" Outcome 2.1). Parental permission will be sought for all excursions and each excursion will be carefully planned and the potential risks assessed. When planning excursions, educators will take into consideration experiences that encourage children to investigate ideas, solve problems and use complex concepts and thinking, reasoning and hypothesising and to transfer and adapt what they have learned from one context to another ("My Time, Our Place" Outcomes 4.2, 4.3).

## Considerations

Regulations 100-102, 168  
National Quality Standards: Element 2.3  
Acceptance & Refusal of Authorisations Policy  
Delivery & Collection of Children Policy

## Procedure

Planned excursions will take into account:

- Children's ages, abilities and interests.
- Ways to maximise the children's developmental experiences and opportunities to practice new skills.
- Suitability of the venue.
- Clothing and equipment required.
- Travel arrangements.

### a) Risk Management

**A Risk Management Plan (RMP) must be prepared for each excursion. RMPs will include:**

- ✓ The proposed route and destination for the excursion;
- ✓ Any water hazards;
- ✓ The transport to and from the proposed destination for the excursion;
- ✓ The number of adults and children involved in the excursion;
- ✓ The number of educators or other responsible adults required to ensure appropriate supervision. This number will be determined by taking into consideration the risks posed by the excursion and whether any adults with specialised skills are required;

- ✓ The proposed activities;
- ✓ The likely length of time of the excursion;
- ✓ The items that should be taken on the excursion, for example, first aid kit, mobile phone and a list of emergency contact numbers;
- ✓ Verbal instructions to children on appropriate behaviour expected whilst on excursions.
- A sample Excursion Risk Management Plan can be downloaded from the ACECQA website: <http://acecqa.gov.au/storage/Excursion%20risk%20management%20plan.pdf>

**b) Permission**

- Families' permission must be obtained before any child is taken outside of the service and specific permission is required for swimming. By signing the excursion permission form, the family member is authorising their child to attend the activities stated.
- Excursions to locations visited on a regular basis such as local parks may be undertaken without prior notice if families of children in the group have given excursion permission. If an excursion is a regular outing, the authorisation is only required to be obtained once in a 12-month period. Once an initial risk assessment has been carried out for regular outings, risk assessments are not required for subsequent outings to the same place, unless there is a change to the place or venue.

**c) Supervision**

- Children will be orientated to the risk elements and procedures prior to attending any excursion. This would include elements such as what to do if they become separated from the group, toilet procedures, talking to strangers etc.
- Adequate numbers of educators to effectively supervise the children must be rostered on for excursions. Numbers of educators must take into consideration the ages and developmental stage of the children attending the excursion and be based on a risk assessment of the excursion.
- Currently, the DBOOSH ratios are 1:8 on excursions or 1:5 on excursions that take place around water or involve entering the water.
- Head counts must be conducted regularly throughout the duration of the excursion.
- Children will carry identification on excursions that clearly states the name of the service and the contact phone number.
- An educator must inspect all public toilets before children use them. An educator and at least one other child must accompany any child when using a public toilet.
- When walking the children, one educator must lead the group, another to follow at the back, and the remaining educators spaced along the group, walking on the road side of the footpath.
- When crossing a road, a pedestrian crossing must be used if possible. If there is no pedestrian crossing, the safest way to cross the road must be determined. One educator must step out onto the road, and if necessary, stop traffic from both directions. The remaining educators then lead children across the road.

**d) Information and Equipment**

Information and equipment to be taken on excursions will include:

- A list of all children with relevant personal details and family contact phone numbers.

- A list of emergency procedures and contact numbers.
- A first aid kit, including SPF 30+ broad-spectrum water resistant sunscreen.
- Any medication for children attending the excursion.
- A fully charged mobile phone.
- Other information/equipment noted on the Risk Management Plan.
- Extra DBOOSH excursion wristbands, which have the name of the centre and the centre phone number written on them (children are to put wristbands on prior to leaving the centre).

**e) Lost Child**

In the event that a child is lost during an excursion the well-being and safety of the other children in the group will be considered and at least one educator will remain with the group.

- Inform other educators in your group.
- Ask the children if they have seen the missing child recently.
- Reassure any child who may be upset.
- Search the premises.
- Check the meeting points.
- Ask the venue staff to begin a search and make an announcement over a loudspeaker if possible.
- Once initial checks have been undertaken and if the lost child has not been found, the Nominated Supervisor or another educator with a Supervisor Certificate will call the Police and the family.

**f) Transporting Children to/from an excursion:**

- Children are only permitted to travel to an excursion on any form of transport with written permission from their families.
- If using public transport (such as bus, ferry, taxi, train, etc.) children must be effectively supervised at all times and never left unattended.
- In some circumstances where the site of the excursion is close to the service, it will be appropriate for children and educators to walk to the site.
- The decision to walk should be preceded by a risk assessment and the route should be determined consistent with the objective of ensuring the safety of educators and children.
- Public transport should be used for excursions, wherever appropriate.
- When using public or private transport it is important that each journey is risk assessed, for example, when travelling by bus:
- Ensure all bus operators hold appropriate licenses and insurance
  - Ensure they provide correct facilities i.e. wheelchair access if applicable
  - Ensure adequate adult supervision
  - Ensure children display appropriate behaviour

**g) Water Safety**

See Water Safety Policy

# Fees

## Policy Statement

Our service sets fees in accordance with its annual budget in order to meet the income required to develop and maintain a quality service for children and families. We strive to ensure that our service is affordable and accessible to families in our community. The Approved Provider ratifies the budget annually, or as necessary, and monitors it carefully throughout the year.

## Considerations

Regulations 157, 168, 172, 173, 175  
National Quality Standards: Element 1.3, 6.1.1, 6.1, 7.3  
Child Care Subsidy (CCS)  
Confidentiality Policy  
Delivery & Collection of Children Policy  
Governance & Management Policy  
Parent Handbook  
Priority of Access Policy

## Procedure

### a) Setting of fees

Fees will be reviewed at the end of each term based on attendances and the centre's ability to meet any increases in running costs. Fees are also reviewed at the end of each year after the annual budget has been set. Parents will be notified of any required increases or changes to our Fee Schedule in writing with a minimum of 2 weeks notice. Required changes are also made to our Enrolment Form, Fee Schedule and Fee Policy for parents information and are displayed at the sign/sign out notice desk and on the Dboosh outside notice board.

### b) Annual registration fee

A non-refundable Registration Fee of \$50.00 is charged per family for any new enrolment. Child Care Subsidy (CCS) does not apply to the Registration Fee. This fee covers the administration and processing of enrolment forms and any other related information to be used for CCS. The fee applies to Before School Care (BSC), After School Care (ASC) and Vacation Care (VAC). Where the Nominated Supervisor believes the enrolment fee may create hardship or an unreasonable barrier for a family enrolling in the service, he/she may reduce or waive the fee. The fee is charged to the family's Xplor account or can be paid for with eftpos.

### c) Membership

The service is an Incorporated Association and as such, families enrolling their child in the service are bound by the rules of the Association for the period of the child's enrolment. As a member of the Incorporated Association, one representative of the child's family is entitled to voting rights at any General Meeting held by the service and may be nominated (with consent) for a position on the Management Committee at the Annual General Meeting.

#### **d) Statement of fees and payment**

Updated statements of fees are accessible through parent Xplor accounts at all times. Fees are to be paid by Direct Debit, set up through Xplor every fortnight.

Outstanding fees not received by the following Monday after debiting will have a Late Payment Fee of \$10 applied to their account. An extra \$10 per week will be applied thereof. It is the parent's/ guardian's responsibility to check their statements through their Xplor account prior to the Direct Debit date each fortnight. Failure to pay due fees within fourteen days may result in cancellation of care. Families will be given a minimum of fourteen days notice of any changes to the way in which fees are collected (Regulation 172).

#### **e) Method of payment**

Payments must be made via Direct Debit unless there are extenuating circumstances. In these situations, it will be at the discretion of the coordinator or Nominated Supervisor to accept payments via Direct Deposit or EFTPOS.

The service does not accept any cash payments or cheques.

#### **f) Child Care Subsidy**

From the 2nd of July 2018, a new child care package was introduced. This package includes a new Child Care Subsidy, which replaces the Child Care Benefit and Rebate previously offered. This subsidy is paid directly to services and is designed to make child care more affordable for families.

Three things will determine a family's level of Child Care Subsidy:

1. Combined Family Income
2. Activity Level of Parents
3. Type of child care service

Child Care Subsidy does not apply to the enrolment fee, late fees, or excursion costs.

#### **g) Bookings**

Each family is expected to make bookings in advance for the care sessions required. Bookings will only be accepted when families have completed the service's Enrolment Form in full.

Casual positions in Before School Care (BSC) and After School Care (ASC) may only be made a maximum of 1 week prior to the week of attendance.

Casual bookings are to be made through the Xplor Home app or emailed to [coordinator@dboosh.org](mailto:coordinator@dboosh.org). Parents must wait for a booking confirmation before the child can attend.

#### **h) Cancellations**

Any changes to permanent days must be made by completing a "Change of booking form" which can be found on [dboosh.org](http://dboosh.org). The form must be submitted a minimum of 1 week prior to the date of cancellation to the Nominated Supervisor or coordinator, or they will be liable to pay the equivalent of one weeks child care fees to the service.

#### **i) Absences**

Fees are payable and non-refundable for all days booked on a permanent basis, including when the child is absent due to illness or other circumstances.

**j) Non-notification of absence fee**

Parents must notify the centre if their child will be absent from after school care by 2:30pm on the day of their booking. If the centre is not notified by 2:30pm, a fee of \$10 will be applied.

**k) Children that arrive without a confirmed booking**

If children arrive at the centre for after school care without prior confirmation of a booking, a \$10 fee will be charged on top of the casual after school care booking rate. The centre may only accept the child if the child is enrolled into the service, the maximum number of children permitted is not exceeded, and the centre has an adequate number of educators.

**l) Overdue fees**

Fees not received by the following Monday after statements have been sent out will have a Late Payment Fee of \$10 applied to their account. A late payment fee of \$10 will be applied each week until payment is made.

**m) Late fees**

The service operates from 7-9am and 2-6.30pm. Staff are unable to accept children in the service outside of these hours. Should children be present after the closing time, a late fee of \$30 will apply for the first 15 minutes or part thereof, and will continue to increase by \$30 every 15 minutes or part thereof.

The hours and days of operation of the service will be displayed prominently within the service (Regulation 173).

In circumstances that are beyond the control of families, for example, weather and traffic accidents, which may result in them arriving late to collect their child, the Nominated Supervisor will have discretion to decide if families will be charged a late fee.

Families who are late collecting their children three (3) or more times in one term, without a valid reason, may jeopardise their child's place at the service. Should this be the case, the Nominated Supervisor will contact the family to discuss this.

No Child Care Subsidy can be claimed for the late fee.

**n) Confidentiality**

All information in relation to fees will be kept confidential. Members of staff, management or the Approved Provider will not discuss individual names and details openly. Information will only be available to the nominated persons required to take action, for example, to initiate debt recovery. Families may access their own account records at any time, or particulars of fees will be available in writing to families, upon request or through accessing their Xplor account through a personal device.

**o) Service Closure**

Fees are not charged for public holidays, pupil free days (except when children are booked in to Vacation Care) or school closures where the child does not attend. No fee is charged while the service is closed over public Holidays/Christmas/New Year period.

**p) Acknowledgement of responsibility to payment of fees**

By utilising the service, you agree to the Fee Policy.

## Governance and Management

### Policy Statement

Our service aims to provide a quality education and care service and will operate according to all legal requirements and recognised best practice in service management. We will ensure there are appropriate governance arrangements in place at all times (as per Quality Area 7.1.1). There will be an ongoing process of review and evaluation and all relevant information will be readily available to stakeholders.

The governing document of the organisation will be the constitution that deals with the key legal requirements for running the organisation. A copy of the constitution will be readily available to all committee members to consult. New members will be given a copy of the constitution as part of their orientation.

For the purpose of Regulations the Management Committee is the Approved Provider. The Management Committee as the Approved Provider will ensure that all aspects of governance and management are clearly articulated and complement the service Philosophy. The Management Committee as Approved Provider will ensure that copies of the current policies and procedures required under Regulation 168 is available for inspection at the service at all times (as per Regulation 171).

### Considerations

Regulations 103, 168, 171, 172, 173, 177, 183 - 185

National Quality Standards: Element 7.

Constitution

Confidentiality Policy

Fee Policy

Quality Improvement Plan

Family Handbook

Staff Handbook

### Procedure

**a) Responsibilities**

The responsibilities of the Approved Provider that cannot be delegated to any other person or body include:

- Compliance monitoring – ensuring compliance with the objects, purposes and values of the service, and with its constitution
- Organisational governance – setting or approving policies, plans and budgets to achieve those objectives, and monitoring performance against them
- Strategic planning – reviewing and approving strategic direction and initiatives
- Regulatory monitoring – ensuring that the service complies with all relevant laws, regulations and regulatory requirements
- Financial monitoring – establishing and maintaining systems of financial control, internal

control, and performance reporting; reviewing the service's budget; monitoring management and financial performance to ensure the solvency, financial strength and good performance of the service

- Financial reporting – considering and approving annual financial statements and required reports to government;
- Organisational structure – setting and maintaining a framework of delegation and internal control
- Staff selection and monitoring – selecting, evaluating the performance of, rewarding and if necessary, dismissing the staff. Delegate the functions of sub-committees, the Nominated Supervisor, and other staff.
- Risk management – reviewing and monitoring the effectiveness of risk management and compliance in the service; agreeing or ratifying all policies and decisions on matters which might create significant risk to the service, financial or otherwise
- Dispute management – dealing with and managing conflicts that may arise within the organisation, including conflicts arising between committee members, staff, members, or volunteers

The Nominated Supervisor is responsible for the day-to-day management of the service and to address key management and operational issues under the direction of, and the policies laid down by the Approved Provider, including:

- Developing and implementing organisational strategies and making recommendations to the Approved Provider on significant strategic initiatives;
- Making recommendations for the appointment of staff, determining terms of appointment, evaluating performance, and developing and maintaining succession plans for staff;
- Having input into the annual budget and managing day-to-day operations within the budget;
- Maintaining an effective risk management framework;
- Keeping the Approved Provider and Regulators informed about any developments that may impact on the organisation's performance

**b) Philosophy and Policies (Regulation 168)**

- The development and review of the Philosophy and policies will be an ongoing process.
- The philosophy and associated statement of purpose will underpin all other documentation and the practices of the service and will reflect the principles of the approved national framework for school age care "My Time, Our Place". There will be a collaborative and consultative process to support the development of the philosophy that will include children, families and Educators. The statement of Philosophy will be included in the Quality Improvement Plan for the service. The statement of purpose will define how the statement of philosophy will be implemented in the service.
- Policies and procedures will provide clear documentation that will define agreed and consistent ways of doing things to achieve the stated outcomes.
- The Management Committee as Approved Provider will ratify the Philosophy and the policies. The Approved Provider can only alter policies and the changes minuted as a record.
- All documents will be dated and include nominated review dates.
- There will be a comprehensive index for the service policies as it is likely that some policies may address several aspects of operational practice.
- The service philosophy and policies will be available for all stakeholders and there will be reference to this in parent and staff handbooks and general service information.
- The approved provider of an education and care service must ensure that parents of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have a significant impact on the service's provision of education and care to any child enrolled at the service; or the families ability to use the service.
- If the approved provider considers that the notice period would pose a risk to the safety, health or wellbeing of any child enrolled at the service, the approved provider must ensure that parents

of children enrolled at the service are notified as soon as practicable after making a change referred to in subregulation.

**c) Financial Management**

- The Approved Provider will be responsible for developing and overseeing the budget of the service and for ensuring that the service operates within a responsible, sustainable financial framework.
- In line with this responsibility the Management Committee will conduct a budget planning meeting each year as part of its annual business planning. The details of budgeting and fee setting are set out under the Fee Policy.
- Financial reporting including an income and expenditure statement and balance sheet will be presented to the Management Committee on a regular basis and the opportunity provided to ask questions or seek further advice from any Management Committee member.
- The approved provider of an education and care service must ensure that parents of children enrolled at the service are notified at least 14 days before making any change that will affect the fees charged or the way in which fees are collected

**d) Facilities and environment**

- The Management Committee will ensure regulations 103–115 relating to the physical environment required for an OSHC service are maintained at all times.
- In the event of the relocation of the site the Management Committee will ensure that the requirements of the regulations are considered if and when site re-arrangements are proposed.
- Work, Health and Safety implications will be considered by the Management committee in relation to educators locking up and leaving the service at the end of the day and risk assessments of the practices will be undertaken.

**e) Equipment and maintenance**

- Appropriate equipment and furniture, to meet the needs of the children and educators, will be well maintained and safe (Regulation 103)
- Processes will be in place for routine cleaning of toys and equipment.

**f) Review and evaluation of the service**

- Ongoing review and evaluation will underpin the continuing development of the service. The Management Committee will ensure that the evaluation involves all stakeholders, especially families, children and educators.
- The development of a Quality Improvement Plan (QIP) will form part of the review process.
- Reflection on what works well and what aspects of the service need further development will be included in the QIP and discussed at meetings of the Management Committee.

## **Confidentiality**

All members of the Management Committee will maintain confidentiality. This is addressed in the Confidentiality Policy.

**g) Maintenance of records**

- Regulation 177 outlines requirements and includes references to records that services must keep. Regulations 183–184 detail storage of records.

- The service has a duty to keep adequate records about staff, families and children in order to operate responsibly and legally. The service will protect the interests of the children and their families and the staff, using procedures to ensure appropriate privacy and confidentiality.
- The Approved Provider assists in determining the process, storage place and time line for storage of records.
- The service's orientation and induction processes will include the provision of relevant information to educators, children and families.
- Clear guidelines on who will have access to which particular records will be given to committee members, educators and families. These will be available at all times at the service.
- The Approved Provider will need to ensure that the record retention process meets the requirements of the following government departments:
  - Australian Tax Office (ATO)
  - Family Assistance Office (FAO)
  - Department for Education, Employment and Workplace Relations (DEEWR)
- In the event of ceasing to operate, the service Management Committee will identify where the records will be kept and seek professional advice on the winding up of the service
- A list of nominated contacts for Child Care Management System, Australian Taxation office and Superannuation funds, as well as any other accounts, will be maintained and available to all members of the Management Committee. These contacts will be reviewed annually and updated as contacts change to ensure currency in communication for effective governance.

**h) Work, Health and Safety**

- Policies and procedures will be in place to address the legal requirements relating to safety in the workplace and this information should underpin any service specific requirements, including grievance/complaints procedures.
- The nominated supervisor will report back to the Management Committee on any Work, Health and Safety issues as they arise.
- All committee members will be provided with information to assist them in meeting their obligations under the legislation

# Inclusion

## Policy Statement

Our service aims to provide an environment that is free from bias and prejudice in which children learn the principles of fairness and respect for the uniqueness of each person. Children are encouraged to develop their own sense of identity and educators will facilitate this in a way that embraces the needs and abilities of each child (My Time, Our Place Outcome 1). Educators will ensure that children become aware of fairness and equity and have opportunities to practice challenging bias in their play (My Time, Our Place Outcome 2). The service involves the community to assist educators and children to understand and accept the range of cultures and abilities of members of the local community. Differences in backgrounds, culture and abilities are valued and families are actively encouraged to share their experiences with educators and other families and cultural competence in children will be fostered. The service will ensure that appropriate inclusion support services are accessed and families are referred to them in order to support children's well-being and full access to the program.

## Considerations

Regulations 73, 75, 76, 155, 156, 168.  
National Quality Standards: Element 1.1, 1.2, 4.2, 5.1, 5.2, 6.1, 6.2, 6.3.  
NSW Anti-Discrimination Act 1977  
UN Convention on the Rights of the Child  
Universal Declaration of Human Rights  
Parent Handbook  
Staff Handbook  
Confidentiality Policy  
Interactions with Children Policy  
Management of Complaints Policy  
Providing a Child Safe Environment Policy

## Procedure

Regulation 155

An approved provider must take reasonable steps to ensure that the education and care service provides education and care to children in a way that:

- (a) encourages the children to express themselves and their opinions; and
- (b) allows the children to undertake experiences that develop self-reliance and self-esteem; and
- (c) maintains at all times the dignity and rights of each child; and
- (d) gives each child positive guidance and encouragement toward acceptable behaviour; and
- (e) has regard to the family and cultural values, age, and physical and intellectual development and abilities of each child being educated and cared for by the service.

## Regulation 156

The approved provider of an education and care service must take reasonable steps to ensure that the service provides children being educated and cared for by the service with opportunities to interact and develop respectful and positive relationships with each other and with staff members, and volunteers at the service.

the approved provider must have regard to the size and the composition of the groups in which children are being educated and cared for by the service.

# Interactions with Children

## Policy Statement

Our Service will provide an environment that reflects the principles in “My Time, Our Place” where the development of secure, respectful and reciprocal relationships with children are fostered and encouraged and genuine respect for diversity and a commitment to equity is reflected in all our interactions with children.

We will endeavor through our interactions with children to nurture their optimism, happiness and sense of fun and we will aim to recognise and respond to barriers which may impact on children achieving a positive sense of self identify.

Educators will utilise opportunities in their interactions with children to develop an understanding of each others expectations leading to a deeper understanding of each other and the negotiation of clear boundaries regarding safety, respect for others and procedures for creating a caring environment.

## Considerations

Regulations 74, 76, 155, 156  
National Quality Standards: Element 1, 5 & 6  
Behaviour Guidance Policy  
Providing a Child-Safe Environment Policy  
Parent Handbook  
Staff Handbook

## Procedure

### (a) The educators will endeavor to:

- A. Maintain a positive attitude in all interactions with children.
- B. Listen carefully to children’s experiences and perspectives and show interest in their ideas and perspectives.
- C. Respect children as individuals and encourage each child to voice their opinions, concerns and ideas in a supportive forum that is free from stigmatism.
- D. Support children in feeling confident in the environment by never using strategies such as shouting, threats of corporal punishment or the refusal of food or other basic needs. Educators will always treat children with respect, courtesy and understanding.
- E. Treat children equally regardless of race, cultural background, religion, sex or ability and ensure interactions between children and educators exhibit this.
- F. Sensitively manage children who are having difficulty conveying their message or managing their emotions.

- G. Ensure children understand what is being communicated to them during interactions and allow them time to question or respond.
- H. Speak to children at their level and use voice intonations, facial expressions and body language to assist in conveying messages.
- I. Engage in one on one conversations with all children and develop an understanding of their likes, dislikes and interests.
- J. Collaborate with children regarding the daily routines and practices within the service including programming of experiences in order to meet their individual needs, interests and abilities.
- K. Organise environments and spaces that promote small and large group interactions and meaningful play and leisure.
- L. Collaborate with children to develop a set of rules or boundaries to guide their behaviour in the service and discuss clear expectations and consequences of inappropriate behaviours.
- M. Keep rules simple and only have a small number of concise rules that children understand, focusing on appreciating and caring for each other and the environment. All staff, families and children will be made aware of the rules and the expected consequences. The rules will be clearly displayed.
- N. Ensure that all educators enforce the rules and consequences consistently at all times. Consequences will be relevant to the situation and never demeaning.
- O. Follow up all issues that arise by discussing the situation with the child and strategising for better solutions in future issues.
- P. Collaborate with family members and schools regarding appropriate behaviour management practices to ensure there is a consistent approach.
- Q. Access professional development and resources related to positive behaviour management and include this in professional development planning.
- R. Act as a positive role model for appropriate and expected behaviours in the service being mindful of respectful language and tone.
- S. Encourage and reward acceptable behaviour by giving praise and positive feedback to children as often as possible.
- T. Focus on the behaviours being displayed and not the child displaying them.
- U. Assist children in developing self-discipline skills and regulating their own behaviours by using simple conflict resolution skills, building self-reliance and self-esteem, role modelling and positive direction.
- V. Provide children with opportunities to interact and develop respectful and positive relationships with each other, educators and visitors to the service.
- W. Ensure that appropriate physical contact is maintained in regards to comforting children, application of first aid, safety provisions such as holding hands and maintaining respectful bodily space.
- X. Identify when interactions with a child are not appropriate and refer to the services 'Providing a Child Safe Environment' policy to address these concerns.
- Y. Maintain defined boundaries in regards to appropriate behaviour with children and engagement with their families.

**(b) The children will:**

- Be treated with respect, courtesy and understanding regardless of race, cultural background, religion, sex or ability.
  - Be encouraged to listen to others respect, courtesy and understanding regardless of race, cultural background, religion, sex or ability.
  - Be encouraged to share humour and express themselves in a variety of ways.
  - Practice strategies for problem solving, debating, negotiating and interacting with others in an appropriate way with the guidance of educators.
  - Have opportunities to use and share their home language with other children and educators
- 
- Collaborate with staff in developing service routines and procedures including rules and boundaries and the consequences they should expect if these are not followed.
  - Encourage their peers to adhere to the rules and expectations.
  - Participate in experiences that will build relationships and promote interactions between each other, educators and visitors to the service.
  - Assist educators in developing programs and routines for the service that reflect their individual needs, interests and abilities.
  - Have their need for solitude or quiet time supported and respected by educators and children
  - Develop an understanding of the choices they make and the responsibility they have to manage their own behaviours in conjunction with educators.

# Management of Complaints

## Policy Statement

*Our service will maintain a complaints and grievance management system to ensure that all educators, families and communities members know that complaints and grievances will be taken seriously and investigated promptly and fairly. Complaints and grievances will be investigated and documented in a timely manner. Our complaints and grievance management system will be promoted in the parent handbook, staff handbook and on our website. We will identify complaints and grievances as opportunities to improve the quality of our service.*

## Considerations

Regulations 168

National Quality Standards: Element 7.3

Behaviour Guidance Policy

Providing a Child-Safe Environment Policy

Parent Handbook

Staff Handbook

## Procedure

- Z. The service will support an individuals right to complain and will help them to make their complaints clear and try to resolve them.
- AA. A complaint can be informal or formal. It can be anything an individual thinks is unfair or which makes them unhappy with the service.
- BB. Families will be provided with clear written guidelines detailing the grievance procedure, in the parent handbook.
- CC. All confidential conversations with individuals who have a complaint or grievance will take place in a quiet place away from children, other families or staff that are not involved.
- DD. If an individual has a complaint or comment about the service, they will be encouraged to talk to the Coordinator who will arrange a time to discuss their concerns and come to a resolution to address the issue.
- EE. If the complaint is not handled at this level to the satisfaction of the person making the complaint, they should discuss the issue with the Nominated Supervisor (if different from the Coordinator) or management liaison person, either in writing or verbally.
- FF. Management will discuss the issue with the Coordinator and develop a strategy for resolving the problem, this would be discussed further with the individual or if necessary a meeting will be organised with the Coordinator and individual to resolve the problem.
- GG. All complaints will be recorded and dated indicating the issue of concern and how it was resolved. All information on complaints and grievances will include evidence that complaints are investigated within satisfactory timeframes and have lead to amendments to policies and procedures where required.

- HH. The Coordinator or management will inform the person making the complaint of what has been decided regarding the issue. Staff will also be informed of any relevant issues that they need to address or be aware of. This could be done verbally or if the issue has been dealt with on a more formal basis, then the committee or Coordinator will write personally to the individual making the complaint.
- II. If any complaint cannot be resolved internally to the person's satisfaction, external options will be offered such as an unbiased third party.

# Management of incident, injury, illness and trauma

## Policy Statement

Our service aims to ensure the safety and well being of educators, children and visitors, within the service and on excursions, through proper care and attention in the event of an incident, injury, illness or trauma. The service will make every attempt to ensure sound management of the event to prevent any worsening of the situation and complete reports on each event that will be signed by the family of the child involved. Family members or emergency contacts will be informed immediately where the incident, injury, illness or trauma is deemed serious and be reported to the NSW Regulatory Authority as per the National Law and Regulations.

## Considerations

Regulations 85-88  
Acceptance & Refusal of Authorisations Policy  
Administration of First Aid Policy  
Administration of Medication Policy  
Enrolment & Orientation Policy  
Providing a Child-Safe Environment Policy

## Procedure

### a) Enrolment Information

- Families are required to provide written consent for educators to seek medical attention for their child, if required, as part of the enrolment process. This will be recorded in the enrolment form.
- Families will be required to supply details of their preferred doctor, dentist, health fund and Medicare details.
- Educators will be required to supply two contact numbers in case of an emergency or accident.

### b) Incident, injury or trauma to a child whilst in the service

- If a child, educator or visitor has an accident while at the centre, an educator who holds a first aid certificate will attend them immediately.
- Anyone injured will be kept under adult supervision until they recover and an authorised person takes charge of them.
- In the case of a major incident, injury, illness or trauma at the service requiring more than basic first aid, the first aid attendant will:

1. Assess the injury, and decide whether the injured person needs to be attended to by a doctor or whether an ambulance should be called. The educator in charge or nominated supervisor will be advised of their decision.
2. If the injury is serious, the first priority is to get immediate medical attention. Families or emergency contacts should be notified straight away where possible. If not possible, there should be no delay in organising proper medical treatment.
3. Attend to the injured person and apply first aid as required.
4. Educators will ensure that disposable gloves are used with any contact with blood or bodily fluids as per the infectious disease policy.
5. Educators will stay with the child until suitable help arrives, or further treatment taken.
6. The educators will try to make the child comfortable and reassure them that they will be ok and that their families have been called.
7. If an ambulance is required and the child is taken to hospital, an educator will accompany the child and take the child's medical records with them.
8. Complete a centre accident report and a serious incident report for the regulatory authority.
9. In the event of incidents or injuries, staff are to decide whether it is necessary to complete a minor incident report or a long incident report. Minor incident reports require details such as child/ren involved, date, time, what happened, nature of injury/illness, where incident occurred, first aid given, and parental and staff signatures. Long incident reports include all of the above in greater detail, and call for information on surrounding circumstances. It is the responsibility of the Coordinator or Nominated Supervisor to educate new staff on when it is appropriate to use each form. Generally, incidents that are minor in nature, do not cause too much distress for the child, and can be solved with basic first aid can be addressed with a minor incident report. Any incident involving blood or bodily fluids, occurs to the neck or head/ face, involves allergies or asthma, causes major distress to the child, or requires more than basic first aid requires a long incident report.

Another educator will:

1. Notify family or emergency contact person immediately regarding what happened and the action that is being taken including clear directions of where the child is being taken (e.g. hospital). Every effort must be made not to cause panic and to provide minimal detail regarding the extent of the injuries
  2. Ensure that all blood or bodily fluids are cleaned up in a safe manner.
  3. Ensure that anyone who has come in contact with any blood or fluids washes their hands in warm soapy water.
  4. Try to reassure the other children and keep them calm, keeping them informed about what is happening, and away from the child.
- Accidents which result in serious incident, injury, illness and trauma (including death) to a child must be reported to:
    - ✓ The ambulance service
    - ✓ The police
    - ✓ Family or emergency contact person
    - ✓ Regulatory Authority
  - The centre will notify the family or emergency contact person that a serious incident has happened and advise them to contact the relevant medical agency. Only a qualified medical

practitioner can declare a person is deceased, therefore educators should ensure the parents are only advised that the injury is serious and refer them to the medical agency (i.e. hospital) where the child has been taken.

- This information should be provided in a calm and extremely sensitive manner.
- The site of the accident should not be cleared or any blood or fluids cleaned up until after approval from the Police.
- All other children should be removed away from the scene and if necessary parents contacted for early collection of children. The children should be reassured and notified only that a serious incident has occurred.

#### **c) Death or Serious Injury to a child or educator out of hours**

- Educators in the service must be prepared to handle all incidents in a professional and sensitive manner. In the event of tragic circumstances such as the death of a child or educator, the educators will follow guidelines as set out below to minimise trauma to the remaining educators and children in the service.
- In the event of the death occurring out of service hours, a clear emergency procedure will be maintained for the other children at the service.
- If a child is deceased, the Coordinator/Nominated Supervisor should make contact with the child's school to liaise with them regarding the school's response to the event.
- The Nominated Supervisor should also contact the NSW Regulatory Authority as soon as possible and within 24 hours to report the incident. The school and Network of Community Activities should be contacted to seek additional support, resources or advice.
- if the record relates to the death of a child while being educated and cared for by the education and care 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.

#### **d) Reporting of Serious Incident, Injury and Trauma**

- All serious incidents, injury, illness or trauma will be recorded within 24 hours of the event occurring. The child's family or emergency contact must be notified of any accident or injury that has occurred to the child as soon as possible and no later than 24 hours after the event.
- The Nominated Supervisor is responsible for ensuring that, in the event of a serious incident, the regulatory authority is advised as well as the Approved Provider (e.g. Management Committee).
- It may not be until sometime after the incident that it becomes apparent that an incident was serious. If that occurs, the Nominated Supervisor must notify the regulatory authority within 24 hours of becoming aware that the incident was serious.

#### **e) How to decide if an injury, trauma or illness is a 'serious incident'?**

- If the advice of a medical practitioner was sought or the child attended hospital in connection with the incident, injury, trauma or illness, then the incident is considered 'serious' and the regulatory authority must be notified.
- An incident, injury, trauma or illness will be regarded by the service as a 'serious incident' if more

than basic first aid was needed to manage the incident, injury, trauma or illness and medical attention was sought for the child, or should have been sought, including attendance at hospital or medical facility for further treatment.

**f) Illness**

- Families are advised upon enrolment and in regular reminders not to bring sick children to the service and to arrange prompt collection of children who are unwell. The care needs of a sick child are difficult to meet without dramatically reducing the general level of supervision of the other children, or risking other children's health.
- Where a child takes ill at the service, all care and consideration will be given to comfort the child and minimise the risk of cross infection until the child is collected by the family/emergency contact.
- A child or adult will be considered sick if he/she:
  - Sleeps at unusual times, is lethargic.
  - Has a fever over 38°.
  - Is crying constantly from discomfort.
  - Vomits or has diarrhoea.
  - Is in need of constant one to one care.
  - Has symptoms of an infectious disease.
- If a child is unwell at home, the family is not permitted to bring the child to the service. Children who appear unwell when being signed in by their parent/ guardian will not be permitted to be left at the service.
- If a child becomes ill whilst at the service, the parents will be contacted to take the child home. Where the family is unavailable, emergency contacts will be called to ensure the child is removed from the service promptly.
- The child who is ill will be comforted, cared for and placed in a quiet isolated area with adult supervision until the child's family or other authorised adult takes them home.
- During a fever, natural methods will be employed to bring the child's temperature down until the family arrives or help is sought. Such methods include removing clothing as required, clear fluids given, tepid sponges administered.
- If a child's temperature is very high, cannot be brought down and their family cannot be contacted, the child's enrolment record will be checked for permission to give paracetamol. If the situation becomes serious, the child will be taken to the doctor or an ambulance called.
- If a staff member becomes ill or develops symptoms at the centre they can return home if able or the Coordinator will organise for someone to take them home.
- The Coordinator will organise a suitable staff replacement as soon as possible.

# Nutrition & Food Safety

## Policy Statement

Our service believes that good nutrition is essential for each child's healthy growth and development. For this reason, the service will provide nutritious, good quality food that is consistent with the Dietary Guidelines for Children and Young People in Australia. We will aim to provide a relaxed and enjoyable environment for children to eat their meals and snacks ("My Time, Our Place" 1.1). All food served at the service will be consistent with the child's own dietary requirements, and take into consideration the children's likes and dislikes as well as meet any cultural requirements of families ("My Time, Our Place" 3.2). High standards of hygiene will be maintained throughout all food preparation. We will encourage the development of the children's good eating habits through the modelling and reinforcing of healthy eating and nutrition practices by educators. Families will be encouraged to share recipes and traditions to enrich the variety and enjoyment of food by the children and support the children's development of respect for and understanding of diversity ("My Time, Our Place" 1.3). Where possible we will seek out opportunities to learn about growing our own food and collaborate with children to produce our own opportunities to use food we have grown ourselves in our menu planning ("My Time, Our Place" 3.4).

## Considerations

Regulations 77, 78, 79, 80  
National Quality Standards: Element 2.1  
Parent Handbook  
Staff Handbook  
Dealing with Infectious Diseases Policy

## Procedure

### a) Nutrition

- A menu, developed using the principles set out in the Australian Dietary Guidelines for Children and Adolescents, will be on display for families and children at all times and be an accurate representation of the food and drink that is being served.
- All children's individual needs such as allergies, cultural requirements, and health needs etc. will be addressed in the menus and families advised if they will be required to supply specific foods for their child.
- Food and drink consistent with the menu will be provided for morning and afternoon tea as well as small nutritious snacks available as necessary.
- Fresh drinking water will be available at all times for the children and educators.
- During vacation care, families will be asked to provide their child's lunch and drinks, unless otherwise stated on the program. No menu will be required where food and drink is not provided by the service.
- Children and families will be encouraged to share family and cultural traditions, ideas and recipes to contribute to the menu.
- Education of healthy eating habits will be developed through ongoing example, specific activities, notices, posters and information sheets to families.
- The denial of food will never be used as a punishment.
- Children's cooking activities will be encouraged to develop life skills.

- Educators are required to attend regular professional development on nutrition and food safety practices and document changes to practice as a result.

**b) Food Safety**

- All food will be prepared and stored in a hygienic manner as per the current Australian New Zealand Food Standards.
- Opened food will be stored in tightly sealed containers, away from any chemicals.
- Kitchen equipment will to be cleaned and stored appropriately.
- Surfaces are cleaned and sanitised before and after food preparation.
- All perishable foods will be stored in the refrigerator and the temperature should be monitored to ensure it is less than 5°C,
- Children will be encouraged not to share their drinking and eating utensils.
- Tongs and spoons will be used for the serving of food. Where possible, educators will encourage children to serve their own food and drinks to encourage the development of their food handling skills as well as acknowledging their growing sense of independence.
- All cups, plates and utensils will be washed in hot, soapy water.
- Children should be seated while eating or drinking.
- Educators can choose whether to wear gloves or not provided that effective hand washing is being implemented. If gloves are used, care must be taken to avoid contaminating food by only using them for one continuous task and then discarding them. Gloves must be removed, discarded, hands washed and the gloves replaced with a new pair before handling food and before working with ready to eat food after handling raw food.
- Gloves must be removed and discarded before using the toilet, smoking, coughing, sneezing, using a handkerchief, eating, drinking or touching the hair, scalp or body.
- They will then be replaced if food preparation continues.
- All rubbish or left over food is to be disposed of immediately in lidded bins and bins emptied daily and regularly cleaned with disinfectant.
- Containers are to be cleaned and stored appropriately to ensure pests are not able to contaminate them.
- Children will be encouraged to be involved in food preparation to assist them to have opportunities to learn more about hygiene practices when preparing food. This participation should always be supervised and an explanation provided to children on the reasons why hygienic conditions are maintained.
- The service will regularly review and evaluate food handling practices in line with current best practice guidelines from recognised authorities.
- The service will provide food handling and hygiene information to parents.

# Priority of Access

## Policy Statement

Our Service understands that for families, enrolling their child into Outside School Hours Care can be an important priority. However the demand for Outside School Hours Care sometimes exceeds the number of places our service is approved for and there may be a waiting list to manage family demands. The Australian Government's 'Priority of Access Guidelines' were terminated in July 2018. However, DBOOSH will continue to consider prioritising families with the greatest need for child care support. The guidelines will be used during enrolment, when there is a waiting list for our service, or when a number of parents are applying for a limited number of vacant places.

## Considerations

Regulations 107, 108  
National Quality Standards: Element 6.1.1, 6.3.3, 7.3.2  
Child Care Subsidy (CCS)  
Confidentiality Policy  
Governance & Management Policy  
Parent Handbook

## Procedure

Currently our centre is licensed for 80 spaces per session. These numbers are subject to confirmation following our licensing application and approval with the Department of Education.

In July 2018, the Australian Government introduced the Child Care Subsidy. The most notable changes were the introduction of the "Activity Test" and termination of the "Priority of Access Guidelines". Under the new legislation, the Child Care Subsidy Handbook now states:

"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."

Considering the following factors (volume of demand, limited availability, and school demographic), we have set clear guidelines that are tailored to our school community and ensure working families, particularly those in more challenging situations, are given the best possible opportunity to access care at DBOOSH.

Based on the aforementioned factors and information gathered from discussions with other OOSH services and Network, the following Priority of Access will apply:

- a) **General prioritisation:**
  1. Child at risk of harm and neglect
  2. Low income earner

3. Single working parent (or looking for work)
4. Dual working parents
5. Other

\*NOTE – These priorities 1-5 apply to the subcategory as outlined below:

Sub-category: Before and After Care Enrolments:

1. RE-ENROLMENTS (Existing families keeping current bookings)
2. Siblings of families with existing bookings
3. Existing families adding or changing days
4. New families

### **Definitions:**

#### **Children at risk of harm and neglect;**

A child is at risk of significant harm if current concerns exist for the safety, welfare or wellbeing of the child or young person because of the presence, to a significant extent, of ... basic physical or psychological needs are not being met or at risk of not being met ... not receiving necessary medical care ... not receiving an education in accordance with the Education Act 1990 ... physical or sexual abuse or ill-treatment ... serious physical or psychological harm as a consequence of living in a household where there have been incidents of domestic violence ... serious psychological harm

#### **Children in families on lower incomes;**

A family or whose main income earner is eligible for a Centrelink Concession Card, Health Care Card, Low Income Health Care Card or Pension Card is considered a low-income earner. A current copy of any of the aforementioned cards needs to be provided with the application.

#### **Children of single parents;**

According to Centrelink, you are a member of a couple if you are living together, or usually live together, and are:

- married
- in a registered relationship - opposite sex or same sex, or
- in a defacto relationship - opposite sex or same sex

A registered relationship is one that is registered under Australian state or territory laws, including civil partnership schemes. These are currently recognised in the Australian Capital Territory, Tasmania, Victoria, New South Wales and Queensland.

A defacto relationship is where 2 people who are not married or in a registered relationship, live together as a couple. You are in a defacto relationship from the time you start living together as a couple. There is no minimum time period for a relationship to be seen as defacto.

A single parent is a parent who is **none** of the above.

# Providing a Child-Safe Environment

## Policy Statement

Our Service provides an environment that ensures the safety, health and wellbeing of children at all times. The welfare and protection of all children is of paramount importance. Educators will maintain the premises and equipment, adhere to procedures regarding safe practices and operate in line with legislative requirements relating to child protective practices and the Education and Care Services National Regulations and Law. Educators and management are aware of their legal responsibility as Mandatory Reporters to take action to protect and support children they suspect may be at significant risk of harm. Educators will ensure that children are adequately supervised at all times and that every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury or trauma (National Quality Standards 2.3.1 & 2.3.2).

## Considerations

Regulations 84-87, 89, 103, 105, 107-110, 114, 115, 155, 170, 176  
National Quality Standards

## Procedure for managing the facility

### a. Security:

- Only approved educators and management members will be given a key to access the building and equipment areas.
- A key register will be maintained that indicates the person's receipt of the key, date received, and date returned on completion of employment or completion of term as member of Management. If the service is situated on a school site, service will adhere to key registry requirements of the school.
- Extra keys will only be cut after agreement by the management and a record made of where they are.
- All monies and important documents will be kept in a lockable place and access will only be permitted by approved staff and management members.
- Educators will ensure that the building is left in a secure manner before leaving and all windows, cupboards, safe, and other relevant areas are locked. All heating and lighting is off and all doors properly secured.
- Educators will inform the police and the committee as soon as possible if there has been a break in to the service of any kind.
- Educators will remain at the service until the police arrive or inform them of what to do.

### b. Buildings, equipment and maintenance:

- Equipment will be chosen to meet the children's developmental needs and interests. There will be sufficient access to furniture, materials and developmentally appropriate equipment suitable for the education and care for each child.
- Service premises and all equipment and furniture will be maintained in a safe, clean condition and in good repair at all times.
- Children will be provided with adequate, developmentally and age-appropriate toilet, washing and drying facilities. These will enable safe use and convenient access by children.
- There must be no damaged plugs, sockets, power cords or extension cords.
- All plug sockets shall be maintained as child safe.
- Electrical appliances shall be in good working order.
- Electrical circuit breakers will be installed and be maintained.
- Provision will be made in the budget for regular maintenance and repair work and for deferred costs of major capital repairs.
- Management will develop a list of fully licensed and insured trades persons, which is made available to educators. This list will be reviewed on an annual basis.
- All contractors should have their own public liability insurance.
- The service and equipment will be regularly checked to ensure that they are in a good and safe condition, comply with relevant Australian Standards and have appropriate soft-fall surfacing maintained.
- Equipment will be regularly washed and cleaned.
- Recycled craft materials should be checked for potential hazards.
- Educators should ensure safe handling of all tools if used as part of any activity.
- Families will be encouraged to notify educators of any safety issues they observe.
- Anything that requires maintenance is to be reported to the Nominated Supervisor as soon as possible.
- Faulty equipment should be removed or protection placed around any dangerous building sites.
- A maintenance book will be kept that records any maintenance that needs to be addressed.
- The maintenance book will record;
  - ✓ Type of problem
  - ✓ Date that it was observed
  - ✓ Who notified the Nominated Supervisor and when?
  - ✓ What was done to rectify the problem?
  - ✓ Date repaired
  - ✓ Tradesperson employed to repair the problem
- For urgent repairs the Nominated Supervisor will organise a contractor to attend to the problem. The contractor will be chosen from a list that has been previously approved by the committee.

- Non-urgent repairs will be recorded in the maintenance book. The Nominated Supervisor will note this in their report and bring it to the attention of management at the next meeting. Management and the Nominated Supervisor will organise to rectify the problem.
- For major repairs a minimum of three quotes will be sought and reviewed by management who will make a decision on a further course of action. The Nominated Supervisor or someone with management control may obtain the quotes.
- Maintenance reviews should be done as part of the Nominated Supervisor's report at each meeting.
- The Nominated Supervisor will also give a review of works completed by any tradesman employed, for future reference.
- It is the responsibility of management, once a problem has been raised, to ensure that it is rectified in the most efficient manner and that the service is safe for educators and clientele.
- Should the service be considered unsafe or as being a health risk, then the service will be closed, after notice has been given to all relevant parties, until the problem has been rectified.
- The service will have an appropriate number of first aid kits that are suitable to the ages and needs of the children attending. The first aid kit will be well stocked and be easily recognised and accessible at all times.

**c. Storage:**

- A storage system should be devised that ensures easy access and un-cluttered storage of all equipment.
- Storage areas will be cleaned and tidied at least twice a year or when seen as necessary.
- Play equipment and toys should be easily accessible to all children during the operating hours of the service.
- Children will show respect for the equipment and be expected to pack equipment away that they have used to avoid trip hazards.
- All equipment is to be neatly packed away at the end of each session.
- Craft equipment will be stored in a separate area, children should ask permission before removing any craft equipment, such as paints and glues etc. which has not been set up by the staff.
- All craft equipment is to be properly washed and cleaned before storage.
- Where room permits, a separate storage area will be available for sporting and large outdoor equipment to prevent clutter.
- All items such as cleaning materials, disinfectants, flammable, poisonous and other dangerous substances, tools, toiletries, first aid equipment, and medications should be stored in the designated secured area which is inaccessible to the children. Educators are responsible to ensure that these areas remain secure and that they do not inadvertently provide access to these items.
- Kitchen and other refuse areas will be provided with lidded facilities that are cleaned and emptied daily.
- Educators and management will ensure that all family records are kept in a nominated secure place, ensuring that records are kept confidential and not left accessible to others during the course of the daily operations.

**d. Ventilation, temperature and natural light:**

- All heating and cooling systems will be of good quality and checked regularly to ensure safety and reliability.
- All heating and cooling systems and power cords will be kept in a safe area and away from children.
- Educators will take individual needs and specific activities into account when ensuring that heating, ventilation levels are comfortable.
- Should educators, children or families complain about the temperature in the service not being at a comfortable level, this matter will be drawn to the attention of management and steps will be made to address the problem.
- Adequate ventilation will be provided at all times. Windows will be properly maintained to ensure easy opening and protection from bugs and insects.
- Where activities involve toxic materials such as paints and glues, staff are to ensure there is adequate ventilation before undertaking the activity.
- Windows are to be opened during operation of the service unless closed to protect from extreme weather conditions.
- Natural light is considered to be most desirable. Provision of natural light areas will be enhanced as much as possible.
- In areas made available for children's homework or other fine detail, natural light will be made available where possible and good overhead lighting provided.
- Adequate light will be maintained both indoors and outdoors. A security light will be placed at the entrance to the service that clearly provides unobstructed view of the door and surrounding areas.
- Outdoor lighting will be suitable so that families, staff and children can enter and exit the building without any unsafe dark areas.

**e. Pest control:**

- Equipment and especially food items will be properly stored so as not to attract pests and vermin.
- Refuse bins and disposal areas will be emptied and cleaned daily.
- Kitchen, food preparation areas and storage will be cleaned and maintained daily.
- All areas will be checked daily for any signs of pests or vermin.
- Should any pests or vermin be identified then action should be taken to rid the service of the problem by:
  - o Initially using non-chemical methods such as physical removal, maintaining a clean environment, and use of any non-chemical products.
  - o Low irritant, environmentally friendly sprays to be used minimally and only with adequate ventilation and preferably not in the presence of the children.

- o Other methods such as the employment of a pest control company if deemed necessary by management where the above methods have failed.
- If urgent, the Nominated Supervisor may obtain a contractor from management list to address the problem.
- If non urgent, the Nominated Supervisor will bring the problem to the attention of management in their report and management will decide on the appropriate course of action.
- All families will be notified of any use of chemicals.
- Any use of chemical products should only be conducted outside the hours of the children and educators' presence in the building.
- All action will be taken to remove the children, educators, families and visitors from the environment for as long as is safe and viable.

(a) **Managing the indoor and Outdoor Environment:**

**f. Indoor environment:**

- The services indoor environment will be smoke free and no smoking notices will be prominently displayed.
- The Nominated Supervisor will only enrol the number of children in the service, which can comfortably fit into the building space and in accordance with the National Regulations.
- Where children are indoors for long periods due to weather conditions, special activities will be planned and other areas sought to disperse the group such as school halls and verandas.
- Separate areas in the indoor environment will be provided for:
  - ✓ Signing children in/out of the service.
  - ✓ Collection of fees, answering phones, and maintaining daily records.
  - ✓ Educators and families to talk in confidence.
  - ✓ Children to store their bags and belongings.
  - ✓ Storage of equipment, food, dangerous materials, and family records.
  - ✓ Preparation of food and drinks.
  - ✓ Kitchen and other refuse.
  - ✓ Cleaning of equipment.
  - ✓ Male and female toilet, hand basins and hand drying facilities.
  - ✓ Creative and other activities.
  - ✓ Large and small group activities.
  - ✓ Display of children's activities and work.
  - ✓ Quiet space for children to retreat to, or do homework or lie down if unwell.
- The indoor area is to be set up to allow children to participate in a variety of activities with easy access to equipment. Drawing paper and other materials will be made available to the children at all times.
- Easy access to areas should be maintained by making clear easily definable passageways and walkways though the building.

- Staff will ensure that children properly store their bags and that bags and other items are not thrown into walkways or play areas.
- All items obstructing areas are to be removed and placed in the correct storage areas.
- Areas must be set up to ensure that proper supervision can be maintained at all times.
- Access to the outdoor environment should be clear and easily accessible by the children and staff.

**g. Outdoor environment:**

- The outdoor environment provides each child with at least 7 square metres of unencumbered outdoor space in compliance with National Regulation 108.
- The outdoor environment will be smoke free and where possible, no smoking notices will be prominently displayed.
- The outdoor space will be inspected daily for any obstacles or dangerous items and the hazard check will be recorded.
- Any hazardous items will be disposed of in a safe and careful manner prior to the children playing in the area.
- The outdoor space will be set up in a variety of ways to encourage participation.
- Areas will be made available where children can play in large or small groups or by themselves.
- Supervision should be properly maintained. Children are only to play in areas that are clearly visible to educators, and where child/educator ratios are maintained.
- Clear boundaries shall be set and enforced.
- When it is necessary to go outside the boundaries or line of supervision, an educator must accompany children.
- Adequate shade via trees and coverings will be maintained.
- As far as possible, activities will be set up in shaded areas.
- Use of other outdoor venues will be considered where access to the area is safe, adequate supervision can be maintained, the area is considered of value to the children's physical development and personal comfort, and where adequate staff/educator ratios can be maintained.

(b) **Child Protective Practices** (will be updated in recognition of new working with children check legislation when introduced)

**h. Mandatory reporting:**

- A Mandatory Reporter is anybody who delivers services to children as part of their paid or professional work.
- In OSHC services mandatory reporters are:
  - o Educators that deliver services to children
  - o Management, either paid or voluntary, whose duties include direct responsibility or direct supervision for the provision of these services.

- Educators are mandated to report to Community Services if they have current concerns about the safety or welfare of a child relating to section 23 of the NSW Children and Young Persons (Care and Protection) Act 1998
- Section 23 (1):
  - o a-b) Child is at significant risk of harm – Neglect
    - o a) Basic physical or psychological needs not being met or are at risk of not being met.
    - o b) Families unwilling or unable to provide necessary medical care
    - o b1) Families unwilling or unable to arrange for the child or young person to receive an education
  - o c) Child is at significant risk of harm – Physical / Sexual abuse
  - o d) Child is at significant risk of harm – Domestic violence
  - o e) Child is at significant risk of harm – Serious Psychological harm
  - o Child is at significant risk of harm – Prenatal report
- Educators will undergo training in relation to child protection and reporting as part of the training budget.
- Reports should be treated with strict confidentiality in adherence to the service's Confidentiality Policy and Procedures.
- Any educator who forms a belief based on reasonable grounds that a child is at risk of harm should discuss their concerns with the Nominated Supervisor and/or the Responsible Person in charge of daily operation as they may have information the educator is not aware of. The incident/s that lead the educator to form the belief should be recorded concisely, include as much detail as possible and be kept in a secure place to ensure confidentiality.
- The Nominated Supervisor/Responsible Person will then assist staff in completing the online Mandatory Reporters Guide (MRG) to determine whether the report meets the threshold for **significant** risk of harm (see point below for further information regarding the MRG).
- If directed by the MRG to report to Community Services, the educator should report their concerns to the Child Protection Helpline:
  - o Mandatory Reporters phone 13 36 27
  - o Non-Mandatory reporters phone 132 111
- When reporting to the Child Protection Helpline, it is important to have as much information as possible available regarding the child/children involved and any specific incident details. This might include child's information, family information, reporter details and outcomes of the MRG.
- If the Nominated Supervisor has been advised to but has not reported to Community Services you are legally responsible to do so.
- Once a report is made to the Child Protection Helpline no further report needs to be made unless new information comes to hand.

#### i. **Mandatory Reporting Guide (MRG):**

- The MRG has been developed to help frontline mandatory reporters, including OSHC

educators, determine whether the risk to a child or young person meets the new statutory threshold of 'risk of significant harm'. The MRG will guide the reporter on what action should be taken. The MRG is an interactive tool and is available online at <https://reporter.childstory.nsw.gov.au> .

- If still in doubt the Community Services Helpline will provide feedback about whether or not the report meets the new threshold for statutory intervention.
- If new information presents concerning the child or young person run the MRG tool again.
- Where concerns do not meet the significant harm threshold, the MRG tool may guide you to 'Document and continue the relationship'. This requires the service to continue to support, provide services, and coordinate assistance and referral for the child and their family.
- Regardless of the outcome of using the MRG, the family and child will require support and referral where possible.
- The report page from the MRG should be printed and placed in the child/family file for future reference regardless of whether or not further action is recommended.

**j. Information exchange:**

- In order to provide effective support and referral it may be necessary to exchange information with other prescribed bodies including government agencies or non-government organisations and services.
- The NSW Children and Young Persons (Care and Protection) Act 1998 has been amended (2009) to include chapter 16A Information Exchange
- Chapter 16A requires prescribed bodies to take reasonable steps to coordinate decision making and the delivery of services regarding children and young people
- Under Chapter 16 A NSW Children and Young Persons (Care and Protection) Act 1998, educators will exchange information that relates to a child or young persons safety, welfare or wellbeing, whether or not the child or young person is known to Community Services and whether or not the child or young person consents to the information exchange.
- The information requested or provided **must** relate to the safety, welfare or wellbeing of the child. Information includes:
  - o A child or young persons history or circumstances
  - o A parent or other family member, significant or relevant relationship
  - o The agency's work now and in the past
- Where information is provided in good faith and according to legal provisions, under section 29 & section 245G NSW Children and Young Persons (Care and Protection) Act 1998; reporters cannot be seen as breaching professional etiquette or ethics or as a breach of professional standards. There can be no liability for court action.

**k. Where a complaint is made about an educator at the service:**

- Should an incident occur that involves a child being put at risk of harm from an educator,

volunteer, trainee or person visiting the service, this is regarded as ‘**reportable conduct**’ and necessitates such conduct being reported to the NSW Ombudsman within 30 days.

- Where the allegation is made to an educator or member of management the facts as stated will be recorded in writing, using an Incident Report template that includes dates, times, names of person/s involved, name of person making allegation and the person making the report. This report should be kept on record and treated as strictly confidential.
- If the Nominated Supervisor or responsible person in charge is suspected then the service’s management should be informed.
- The relevant forms together with information and assistance are available online at [www.ombo.nsw.gov.au](http://www.ombo.nsw.gov.au).
- The person making the report should follow the advice of the Ombudsman’s Departmental Officers. Management will also follow this advice.
- The matter will be treated with strict confidentiality.
- For the protection of both the children and the educator involved, the educator should be encouraged to take special leave or be removed from duties involving direct care and contact with children, until the situation is resolved.
- Support should be provided to all involved. This support can be given in the form of counseling or referral to an appropriate agency.

#### **I. Recruitment and orientation of staff:**

- All educators employed by the service including management, full time/ part time and casual educators, volunteers and students will be subject to a Working with Children Check carried out by the NSW Commission for Children and Young People. Written approval from the prospective employee will be sought prior to this check being carried out. All employees and management will also complete a Prohibited Employment Form that will be kept on file.
- When the service engages a self-employed individual to provide services, the provider is required to provide a **Certificate for Self-Employed People**. This certificate ensures verification that the person employed is not banned by law from working with children.

All staff will be informed of their responsibilities as a Mandatory Reporter as part of their orientation and induction process. This will involve discussion regarding their current understanding, use of this policy and resources and access to Child Protection training. Information related to sexual grooming will also be provided upon orientation and induction to ensure that staff are fully aware of the signs and limits related to appropriately interacting with children.

# Sleep and Rest

## Policy Statement

Our Service believes that effective rest and, where necessary, sleep strategies are important factors in ensuring a child feels safe, secure and comfortable in the service environment. The service defines 'rest' as a period of inactivity, solitude, calmness or tranquility and is considered different to a child being in a state of sleep in regards to the school age care of children. Whilst the majority of children who access our service may never need to sleep or rest during their time at the service, it is important that educators can accommodate the rest needs of all children regardless of their age if it is required. Examples of when this may be necessary are when children are feeling unwell, if they are tired from an excursion or if they have additional needs and their rest requirements are greater than their peers.

## Considerations

Regulations 81  
National Quality Standards: Element 2.1, 2,2  
Staff Handbook  
Providing a Child Safe Environment Policy  
Safe Sleep and Rest Practices

## Procedure

A nominated supervisor of an education and care service must take reasonable steps to ensure that the needs for sleep and rest of children being educated and cared for by the service are met, having regard to the ages, development stages and individual needs of the children.

### a) Meeting children's sleep, rest and relaxation needs

- Ensure that children who **do not** wish to sleep are provided with alternative quiet activities and experiences, while those children who **do** wish to sleep are allowed to do so, without being disrupted. If a child requests a rest, or if they are showing clear signs of tiredness, regardless of the time of day, there should be a comfortable, safe area available for them to rest (if required).
- Avoid using rest practices as a behaviour guidance strategy because children can begin to relate the sleep and rest environment, which should be calm and secure, as a disciplinary setting.

### b) Recommended sleep and rest practices for services

- Children should sleep and rest with their face uncovered.
- A quiet place should be designated for rest and sleep, away from interactive groups. If designated for rest, the space should allow for a calm play experience.
- Sleep and rest environments and equipment should be safe and free from hazards.
- Supervision planning and the placement of educators across a service should ensure educators are able to adequately supervise sleeping and resting children.
- Educators should closely monitor sleeping and resting children and the sleep and rest environments. This involves checking/inspecting sleeping children at regular intervals, and ensuring they are always within sight and hearing distance of sleeping and resting children. Factors to be considered include the age of the child, medical conditions, individual needs and history of health and/or sleep issues.

# Social Networking & Media

## Aim

To ensure that our service, children, educators or families are not compromised on any form of social networking or related website.

## Considerations

Regulation 181 Confidentiality of records kept by approved provider

Regulation 181 - 184 Confidentiality and storage of records

NQS 4.2, 5.2, 6.1 & 7.1

## Definition of Social Networking sites

Web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system. The nature and nomenclature of these connections may vary from site to site.

## Examples of problematic use

1. During a staff Christmas party, photographs are taken of staff drinking what appears to be alcohol, laughing and joking and playing pranks on each other. A staff member then uploaded the photos to the agency Facebook site. A few days later, parents of children attending the centre saw the photos, following which they lodged complaints that left a poor general impression of staff and the service. Additionally some staff appeared significantly affected by alcohol the night before they were to care for the children early the following day, raising questions about the ability of staff to appropriately care for children.

2. A staff member took 'selfies' while at work. The photos were automatically viewable on Instagram. Clearly visible in the background were children attending the service. Some of the children's parents had signed declarations that they did not wish images of their children to be accessible to persons inside or outside of the service. In the same way that agency policies include dress policies, security and behaviour policies for the safety of staff and children, so too does an agency require social media policies for staff in relation to the children attending the service.

## Implementation

- The policy relates to accessing and using social networking platforms and applications on any device such as desktop computers, mobile telephones and tablets.
- Use of devices by students on placement requires prior service approval. Students are not to take photos or videos of other children without written permission from the relevant children's parents or guardians.
- By using the service, families agree that photos and videos of their children may be taken for use for assessment and documentation including the newsletter and website. Parents may opt out at any time and request for images and videos of their children to be removed.
- Children can also decide if they do not wish any image to be used, even if permission has already been given by a guardian. In all instances the child's permission shall be sought prior to the use of any image and they shall be informed it is perfectly reasonable to say 'No'.

- Social networking websites should not be accessed while at work unless with the express permission of a supervisor.
- Staff who can access a social networking site via their mobile phones are not to do so during their shifts at the service and are not to use their camera or video phones to take photos/pictures while at the service unless approval has been granted by a supervisor.
- Unless by prior approval, no information about what happens at the service or excursions should be posted on personal social media.
- No private information about families or other staff should be posted on social media.
- Should harassment of any kind take place on a social networking site, such as, but not limited to, sexual or verbal harassment, staff will face an inquiry into their actions and depending on the severity of the situation face possible termination of employment.
- Should a family member related to the service harass a staff member via a social networking website, management will conduct an inquiry into their actions and depending on the severity of the situation face possible termination of employment/termination of their child's place at our service.
- The service should review which photographs and images exist on the services social media sites every 2 years. Image of children that are more than 2 years old should be considered for removal.

# Staffing

## Policy Statement

Our Service believes that educators are the most valuable asset to the quality of care provided and that employing and keeping high quality educators is imperative. We aim to employ the best possible educators and ensure they are fit and proper for employment in children's services. A flexible, harmonious working environment is maintained, which ensures the rights of employees are met at all times with educators employed under the appropriate awards and conditions. An orientation process is conducted for all employees to ensure they are aware of the values and practices of the service. Educators receive clear guidelines regarding the expectations for their conduct and are encouraged and supported to further their skills via professional development opportunities. Grievances are addressed quickly and effectively with the highest standards of confidentiality practised at all times. All educators, volunteers, students and visitors will be informed of their expectations and requirements related to safety and the proper care of children. All practices will be in accordance with the OSHC Code of Professional Standards. We will encourage positive and open communication between all parties involved. (National Quality Standards 4.2, 7.1, 7.2 & 7.3)

## Considerations

Regulations 46, 54, 82, 83, 84, 118, 136, 146, 147, 148, 149, 150, 151, 168, 170, 173, 176, 181

National Quality Standards: Element 2.3, 3.1, 4, 5, 6.1, 7

Staff Handbook

OSHC Code of Professional Standards

Confidentiality Policy

Governance and Management Policy

Interactions with Children Policy

Providing and Child Safe Environment Policy

Child Protection Legislation

Workplace Health and Safety Legislation

## Procedure

### a) Staff selection

#### Qualifications:

- Coordinator
  - Desirable, minimum 3 years experience in a relevant field and demonstrated ability to work with children and staff.
  - Holds a current first aid certificate or willing to undergo training to obtain this.
  - A person of good character, who can be entrusted with providing adequate care for the welfare of the children.
  - Awareness of child protection responsibilities.
  - Has an interest and desire to work with children.
  - Has an ability to communicate with adults, children and management.
  - An ability to supervise and support educators.
  - The Coordinator will be a minimum of 21 years of age.
  
- Assistant Coordinator

- Relevant training as above and/or relevant experience to successfully fulfill the position.
- Holds a current first aid certificate or are willing to undergo training to obtain this.
- A person of good character, who can be entrusted with providing adequate care for the welfare of the children.
- Awareness of child protection responsibilities.
- Has an interest and desire to work with children.
- Has an ability to communicate with adults and children.
- The assistant shall be a minimum of 18 years.

#### **Recruitment: Selection panel**

- When a position becomes available, management will appoint a panel to conduct the selection process.
- Three people will be on the panel, two members of management and the Coordinator if selecting an assistant. A convener of the panel will be nominated.
- Where the position is for the outgoing Coordinator, a staff representative will be placed on the panel
- The panel will:
  - Approve the job description and select criteria for the position.
  - Determine the method and placement of advertising and place the advertisement including notification of the Working With Children Check (WWCC).
  - Ask applicants to consent to screening.
  - Short-list the applicants.
  - Arrange interview questions, date and time.
  - Contact the applicants for interview.
  - Conduct the interviews.
  - Arrange for the WWCC to be conducted on the preferred applicant.
  - Ensure that approval for selected educator has been approved under WWCC.
  - Make a decision on a suitable applicant, which is put before management for final approval.
  - Offer the position to the successful applicant and contact the unsuccessful applicants after the position has been accepted.
  - Set date for the commencement of employment and orientation of the new person.
  - Prepare letter of employment and contract.

#### **Recruitment: Advertisements**

- Advertisements shall be placed at least in the local and regional papers. The Sydney Morning Herald will also be considered.
- Advertisements are to include:
  - Job title.
  - Specific employment information, including hours of work and Award rate.
  - Include that a WWCC is required.
  - Advice to applicants to include their contact telephone numbers, a resume, a minimum of (2) referees with at least one work reference, and full contact details.
  - Closing date and postal address for applications.
  - Contact name and number where the applicant can obtain more information.

#### **Recruitment: Interview**

- The selection panel will draw up suitable interview questions, which relate to all aspects of the position and ensure equal opportunity guidelines are followed.
- The panel will decide who will ask each question.
- The panel shall draw up a list of essential requirements for each answer.

- No longer than 5 days after the closing date the panel will meet to discuss the applications, develop a short list and decide on the interview date and times.
- An appropriate time frame (approximately 30 minutes) will be allocated to each interview, with a short break between, for discussion.
- A nominated person on the selection panel will contact the applicants to determine the time and date of interview.
- Each applicant will be given a copy of the job description and relevant child protection forms before the interview.
- Each applicant will be asked the same questions with their answers recorded.
- The panel can use a rating scale to evaluate each applicant's answers.
- Management will discuss each applicant and their suitability for the position based on their answers, qualifications and experience, comments from referees, and the selection criteria drawn up by the panel.
- Should management have difficulty in deciding between two applicants, a second interview for these applicants will be conducted, with new questions.
- Management will then make a decision on the applicant for the job according to the selection criteria. The preferred applicant's referees will be contacted to confirm applicant's suitability and checked with the approved screening agency before offering the applicant the position in a child related field.
- Should the applicant decline the position, management will either make a second choice from the other applicants or if none are seen as suitable, re-advertise the position.

#### **Recruitment: Notification**

- Applicants will be given an approximate time that they will be contacted regarding their success for the position.
- A person on the selection panel will notify the successful applicant and negotiate a starting date. Preferably offers of employment will not be made until the screening check has been completed. If this is not reasonably practical, the employment is to be offered subject to the check being completed. Applicants are to be notified of this condition.
- A letter of confirmation will be sent to successful applicant requesting acceptance in writing.
- After the appointment has been made and accepted the other applicants will be notified that the position has been filled.

#### **Recruitment: Equal employment opportunities**

- All educator positions will be advertised according to Equal Opportunity Legislation.
- No one will be discriminated against on the basis of their cultural background, religion, sex, disability, marital status or income.
- All applicants and referees will be asked the same questions.
- All applicants will be selected according to equal opportunity guidelines.
- Selection will be based only on suitability for the position based on the selection criteria, which have been drawn up by the panel. The criteria will cover issues such as qualifications and experience, appropriate knowledge to meet the children's needs, good communication skills, and demonstration in being a fit and proper person for the job, including Working with Children Check and appropriate answers to the interview questions.

#### **b) Conditions of Employment:**

- All relevant conditions set down by the award will apply to all employees.
- This includes sick leave, annual leave, rostered days off, overtime, jury duty, study leave, carers leave etc.
- Management will ensure they are aware of the appropriate conditions and keep up to date in relation to any changes in the Award.

- Educators are encouraged to remain up to date with their appropriate conditions and inform management of any changes.
- Educator appraisals will take place after a period of one month in the position.
- Appraisals will then be conducted on an annual basis.
- All educators will maintain professional behaviour at all times.
- All grievance issues are to follow the appropriate procedures as outlined in the grievance and discipline and dismissal policies.
- Educators will be paid fortnightly in the form as advised by management.
- Annual leave will be taken as negotiated with management.
- Annual Leave when necessary will be rostered to ensure the required staffing levels are maintained at all times.
- Applications for leave must have 4 weeks prior notice and be approved by management.
- Management, based on each individual's request, will determine applications for leave without pay.
- Each educator will supply and record their full name, address, date of birth, evidence of any qualifications they hold including first aid and the identifying number of the employees Working With Children Check.

**c) Staff orientation:**

- A member of management and the Coordinator will conduct the orientation process as soon as possible after the applicant has accepted the position.
- The orientation process will include:
  - Introductions to existing educators and management
  - Guided tour of the service
  - Being shown where all relevant records are kept
  - Discussion about working arrangements and expectations, including professional code of conduct and duty of care
  - Information about the review and appraisal system
  - Opportunity to ask any questions regarding the service or expectations.
  - The new educator will be provided with the following information:
    - Service operation and hours.
    - The service philosophy and policies.
    - Parent information book.
    - Service's code of conduct.
    - Job description.
    - Emergency procedure duties.
    - List of current educators, management and their positions.
    - Terms and conditions of employment.
    - Union membership information.
    - Superannuation information and forms.
    - Taxation forms.
    - Probation period and review and appraisal procedure.
    - Appropriate lines of communication with educators and management.
  - After a period of one week, management will sit down with the new employee to address any further issues they may have once they have been in the service.
  - All staff will be informed of their responsibilities as a Mandatory Reporter as part of their orientation and induction process. This will involve discussion regarding their current understanding, use of this policy and resources and access to Child Protection training. Information related to sexual grooming will also be provided upon orientation to ensure that staff are fully aware of the signs and limits related to appropriately interacting with children.

**d) Staff professionalism:**

- The OSHC Code of Professional Standards, duty of care and expectations will be discussed in the initial orientation process of all new educators.
- Educators will be made aware of their duty of care and their responsibility in relation to supervision, health and safety of the children.
- Professional behaviour in all areas will be reviewed as part of the ongoing employment of all educators.
- Management, in conjunction with the Coordinator, will immediately address any breach in the professional expectations outlined. If the concern involves the
- Coordinator, two representatives from management, will conduct the discussion.
- All discussions will be recorded and standard of behaviour and expectations clearly explained.
- Any further problems will be addressed as per the discipline procedure.
- Educators will be made aware of the services philosophy and policies and will be expected to follow these. Should educators have any concerns with the policies, they are to raise this with the Coordinator or management liaison officer.
- Educators will be expected to know, understand and perform their duties as per their job description.
- Educators will be expected to maintain and improve their skills through participation in training and development opportunities. Management will ensure that finances are made available in the budget training.
- Educators will be expected to start duties on time.
- Educators will be expected to dress appropriately for their duties.
- Educators must not attend work under the influence of drugs or alcohol.
- Educators should not attend work when they are unfit to do so due to injury or sickness and must inform the service as soon as possible.
- Educators will use only suitable language that is not offensive to other educators, families and children.
- Educators will be expected to follow all confidentiality issues.
- The service is a smoke free zone. Educators may not smoke in or around the building, or in the sight of the children.
- Educators will be expected to know and follow the child protection policies.
- The quality of the service and positive working environment are dependent on good educator and parent relationships. Educators will follow proper communication procedures as outlined in the appropriate policies and procedures.
- The maintenance of good teamwork will be an expectation outlined in all job descriptions.
- Any conflicts that arise must be addressed as outlined in the grievance procedure.

**In-service Training and Development:**

- Management will ensure that sufficient funds are made available in the budget for all in-service training and development.
- The Coordinator will inform management of any specific training and development needs of the educators.
- Appraisals and the services requirements will be used to ascertain further training needs.
- The Coordinator, in conjunction with management, will access all training available and determine what will be attended and by whom.
- Where possible a yearly plan of training will be made, including dates, educators attending, and costs.
- All educators will be given the opportunity to be involved in some form of training throughout the year.
- All educators will be given opportunities to upgrade their qualifications in line with the National Quality Framework.
- A variety of training methods will be used including:

- Internal workshops, which can be conducted by educators or outside presenters.
- External meetings with other service to exchange ideas.
- Time allocation made to educators to review any new resources that may be of value.
- External workshops, conferences and seminars.
- Accredited short courses provided by registered training organisations.
- Educators are encouraged to share relevant skills and knowledge they obtained from any training with the other educators in staff meetings or where more time is required in an internal workshop.
- All educators will be considered to be at work for the duration of any training activity they attend for the service.
- The service will cover the costs of all authorised training. The individual however will cover tertiary study costs.

### **Review and appraisal**

- All educators will be informed of the appraisal system on acceptance of the position, and given details in the orientation process.
- An initial review will be undertaken after a period of one month in the position.
- Appraisals will then be conducted on an annual basis.
- Educators and management will agree with the format of the appraisal system, which may be updated to more suitable systems after review, discussion and endorsement by management and educators.
- All educators will be given at least two weeks notification of an upcoming appraisal and a convenient time arranged for both parties.
- The appraisal system shall clearly state the expectations for each position and identify clear performance measures.
- The appraisal system shall ensure two way communication is maintained and is used as a positive avenue for improving staff performance.
- The appraisal system can be used, as a tool to identify future training needs of the educators.
- At the completion of the appraisal an action plan will be developed identifying areas of training, and action to be taken and goals set for each educator. This will be agreed to and signed by both parties.
- Where it is identified that the educator is not meeting the required performance measures then the following will be undertaken:
  - Action plan developed to identify areas for improvement. This will include a time frame for further review.
  - Training areas identified and put into place as soon as possible.
  - Support and guidance given to the educator to help them through the process and assist them in achieving the required standards.
  - The support can be given through the Coordinator or the management liaison officer.
  - A record made of the above, dated and signed by both parties.
  - Should no improvement be made by the next review then further action will be taken.
- If the educator is still dissatisfied then they should put their concern in writing asking for the decision to be reviewed or that they wish to pursue the issue further through other avenues. These could include the union or mediation.

### **e) Grievance Procedures:**

#### **GENERAL GRIEVANCE PROCEDURE**

- On commencement, all educators and management members will be given the guidelines for grievance procedure.
- To facilitate communication between educators and management, management will annually appoint one of its members as the Liaison Contact.

- Educators and management will annually be offered the opportunity to participate in some form of conflict resolution training.
- All persons involved in the grievance should attempt to resolve the issue through informal discussion and use of problem solving techniques.
- Persons directly involved in a legitimate grievance process will be expected to continue to conduct themselves at and around the service in a professional manner.
- Malicious or vexatious claims will not be tolerated and will be the subject of disciplinary action where appropriate.
- Any problem, complaint or concern arising between educators or between management should be dealt with by the persons concerned as close to the event as possible in order to avoid an escalation of the issue.
- Meetings of educators and/or management provide regular opportunities to raise and discuss general issues or concerns about the service. All discussions will be conducted in a confidential manner and involve only relevant persons.
- Only when all parties agree there is a benefit, should the discussion broaden to involve children and/or parents as appropriate.
- Either party may withdraw their grievance at any time. However where the grievance identifies other issues of concern, management may decide to investigate those other issues.

#### **FORMAL GRIEVANCE PROCEDURE**

- Where the resolution of a grievance has not been satisfactorily achieved through the informal procedure, then a more formal approach should be taken.
- Grievance between educators:
  - As appropriate, the Coordinator, or the Liaison Contact should now be briefed about the grievance and its current status.
- Grievance between committee members:
  - The whole committee should be briefed.
  - The grievance(s) will firstly be investigated by the Coordinator or management as appropriate.
- The investigation will involve:
  - Interviews with both parties and/or witnesses
  - Assessment of relevant documentation e.g. job descriptions, policies etc.
  - Preparation of a clear description of the issue
  - Arranging a formal meeting between parties
- A meeting will be conducted by a neutral third person. This person will manage the conduct of the meeting, be impartial having no input to the content of the meeting, and will prepare a written record of the outcome(s) of the meeting.
- Where the service cannot identify a suitably impartial person, management will agree to invite a qualified mediator to assist.
- The meeting will:
  - Identify the issue(s) of concern and persons who are involved
  - Arrange all parties to be involved and to put forward their views
  - Identify alternative solutions
  - Attempt to reach a mutually satisfactory resolution of the issue(s).
- At formal grievance resolution meetings all parties are entitled to invite a support person to attend. This person does not provide input to the meeting, but may offer support and advice to their party during the meeting.
- A confidential written record of the outcome of the meeting will be given to all participants who are to acknowledge their agreement by signing the record. A signed copy will be kept with educator files.
- The neutral party will inform the management of the meeting's outcome(s).
- Management will ensure that outcomes are included in job descriptions or service policies as appropriate.

- If one party remains dissatisfied with the meeting's outcome(s) then this should be put in writing to the management committee asking that the process be reviewed or stating that they intend to pursue the grievance further through other suitable avenues.
- Where the issue of grievance is between management and educators and concerns standard of work performance or work practice, then the discipline procedure will be followed.

#### **Disciplinary Action:**

- It is important that educators are fully aware of their expectations as an employee in the service and that clear guidelines are given regarding educators duties, code of conduct and professionalism.
- Management will ensure that all educators are given clear job descriptions and orientation into the position with opportunity to clarify any issues.
- Educators are responsible to address any concerns and clarify any issues in the job description or expectations that they are unsure of.
- Educators are encouraged to maintain good working relationships and have a commitment to maintaining a quality standard of work.
- Educators will be given clear notification should their standard of work or conduct fall below what is expected and outlined in their job description.
- Educators have the right to appeal against any allegation and the right to speak on their behalf or to have a union representative appear on their behalf.
- The following steps will be followed to deal with poor work performance or conduct. There may not be the need to go through all the steps when the issue is resolved however staff should be aware of the whole process.
- Should educators fall below clearly identified standards then the Coordinator or Management will:
  - STEP 1: VERBAL WARNING.
    - 1. Give a verbal warning as soon as possible indicating the specific problem regarding the performance of their work or conduct. The issues must clearly relate to the job description.
    - 2. Indicate what should happen to improve the situation and how the educators can improve their performance.
    - 3. Identify any support needed to assist the educator to make the changes and take steps to implement these.
    - 4. Indicate how the improvements will be measured, and when a review will take place. (1-4 weeks depending on the circumstances)
    - 5. Give an opportunity for the educator to respond to the concerns and seek union representation if required.
    - If this resolves the issue then there is no need to go any further.
  - STEP 2: WRITTEN NOTICE.
    - 1. Where the problem continues to occur the educator will be given written notice of the complaints against them.
    - 2. A formal documented interview with management will take place. The educator should attend and has the right to reply and discuss any complaints against them, or to be represented by a union member or other representative of their choice.
    - 3. The educator will be given at least 48 hours notice of the meeting.
    - 4. Minutes will be taken of the meeting and copy put on the educators file and given to the educator. The educator may attach a written reply to the minutes.
    - 5. The aim of the meeting is to negotiate how the situation may be improved.
    - 6. The educator will again be given specific indication of where their performance standards are not being met, indicate where changes are required

and ways of achieving these, and told the method and date of review of their performance.

- 7. The educator will be granted another probationary period.
  - 8. The educator will be informed at this stage that termination will be considered if no changes occur.
  - If this resolves the issue then there is no need to go any further.
- STEP 3: FINAL WRITTEN WARNING.
    - 1. If the problem still persists another meeting of management should be called and the educator given notice to attend.
    - 2. The matter should be discussed as per the first meeting and further action considered.
    - 3. At this stage the educator will be given a "final written warning.
    - 4. Again the educator has the right of reply and can discuss the situation. They also have the right to have a union representative or person of their choice attend the meeting.
    - If this resolves the issue then there is no need to go any further.
  - STEP 4: TERMINATION OF EMPLOYMENT.
    - 1. If the problem still continues after the 3 warnings, another special meeting of management will be called and a decision made as to the employment of the educator.
    - 2. If management believes that the educators performance is unlikely to improve then the educator will be dismissed.
    - 3. A written notice will be given indicating date of dismissal (1 week from notice) and reasons for dismissal.
    - 4. The educator may be paid out in lieu of such notice.

#### PROCEDURE FOR DEALING WITH SERIOUS UNACCEPTABLE BEHAVIOUR:

- Where an educator in the workplace:
  - Intentionally endangers life.
  - Is found stealing.
  - Reports to work under the influence of drugs or alcohol.
  - Inflicts or threatens physical or sexual abuse or harassment.
- The Coordinator or management will suspend the employee without loss of pay pending an investigation.
- The investigation is to be completed within 72 hours and an interview date determined.
- If the employee is a union member the union representative will be informed.
- The interview is to be attended by the Coordinator, a nominated representative of management, the person reporting the unacceptable behaviour and the union representative if desired. The employee is to be advised formally of the findings of the investigation and the action being taken.
- When immediate termination is required, a dismissal notice is prepared at the interview. When continued employment is recommended a warning letter will be issued.
- All the relevant records will be recorded on the employees file.
- If the employee is vindicated of the accusation, all relevant formal documentation is to be removed from their file.

#### f) Relief Educators:

- The service will employ relief educators on a casual basis to fill short-term vacancies or absences
- The Coordinator will keep a register of relief educators, which will be maintained and updated regularly.

- A file recording experience, qualifications, Prohibited Employment Declaration and completed Working with Children Check, will be kept with the register
- Unsuccessful applicants for positions vacant who seem suitable will be asked if they would like to be placed on the relief educator list.
- Unless in an emergency, all relief educators will need to have been through an interview with the Coordinator, have referees and references checked, and are deemed a fit and proper person to care for the children. This does not include educators hired through Randstad.
- When no one from the services list is available to fill the position, the
- Coordinator may contact another Out of School Hours service to employ someone they recommend from their relief list
- When necessary to employ relief educators prior to the checking process being completed, work requirements will be modified to include additional supervision or limiting their direct access to children.
- Job descriptions will be drawn up for all relief educators.
- Relief educators will be asked to fill out a casual work agreement before commencement of duties.
- The Coordinator will, where possible, provide a modified induction to the service, which will include a tour of the service, introductions to educators, a copy of the staff handbook, job description for relief educators, code of conduct and copies of relevant policies. The Coordinator will ensure that they are fully aware of their duties and the services expectations prior to commencement.
- Relief educators must adhere to all areas of confidentiality.
- Any one who will be collecting children from school will be given clear instructions as to the meeting place, list of children to be collected, special service identification such (so the children know they may go with that person) and a copy of the procedure for missing or absent children.
- All relief educators will be paid the appropriate wage and minimum hours as outlined for casual educators under the relevant award.

**g) Volunteers, Students and Visitors:**

- All volunteers must be interviewed by the Coordinator and provide two suitable referees and where possible references, before they will be able to work in the service.
- All volunteers will be required to comply with the WWCC guidelines.
- A job description will be drawn up for volunteers, clearly outlining their duties and expectations of the service.
- The Coordinator will provide a modified induction to the service, which will include a tour of the service, introductions to educators, job description for volunteers and code of conduct. The Coordinator will ensure that they are fully aware of their duties and the services expectations.
- All volunteers will be required to sign on and off.
- Volunteers will be given a copy of relevant policies such as behaviour management.
- Volunteers are not to discuss children's development or other issues with families.
- Volunteers must adhere to all areas of confidentiality.
- Volunteers should never be left alone with or in charge of any children.
- Volunteers will not be used to do tasks that the employed educators normally do.
- Volunteers will be supernumerary when calculating basic educator: child ratios, except on excursions.
- Volunteers will be invited to take part in social activities of the service.

**Students**

- Placements will be offered to high school students who wish to gain work experience as part of a school program.
- The participating school must initiate the work experience, identify the students suitability and work with the Coordinator in relation to times and expectations.

- The school must provide written authorisation for the student and a copy of their insurance. This will be kept on file.
- Students attending other registered training organisations and studying a relevant field, such as childcare, teaching, recreation or community services.
- The training organisation must initiate the placement, identify the students suitability and work with the Coordinator in relation to times and expectations.
- The training organisation must provide written authorisation for the student and a copy of their insurance. This will be kept on file.
- All placements will be negotiated through the Coordinator and placement be only accepted on the discretion of the Coordinator based on issues such as educators ability to supervise and be available to help the students.
- After the Coordinator sees the placement as worthy they will seek approval for the placement from management at the next meeting or if unable to do so prior to the meeting, get approval from the Chairperson or other delegated management member.
- Students will be provided with guidelines identifying their responsibilities, expectations and code of conduct while at the service.
- Students should be made aware of relevant policies such as behaviour management.
- Students are not to discuss a child's development or other issues with the families.
- Students should adhere to all policies concerning confidentiality.
- Students should never be left alone with or in charge of any children.
- Students will not be used to do tasks that the employed staff normally do.

#### **Visitors**

- Visitors may be invited to the service to stimulate the children's program.
- Visitors could include local people or family members with a skill or ability to share with the children and educators or local community resources such as police, fire brigade etc.
- All other visitors must make an appointment to see the Coordinator at a convenient time.
- Professional access to the service will be at the discretion of the Coordinator or management or when required by law to do so.
- Professionals include, union representatives, State and Federal Government Departmental Officers, Occupational Health and Safety inspectors, building inspectors and police officers.
- Any unwelcome visitor will be calmly asked to leave the service. If they refuse, the Coordinator or educator directed by the Coordinator will call the police for removal.
- No educator is to try to physically remove the unwelcome person, but try to remain calm and keep the person calm as far as possible.

#### **h) Educator: Child Ratios:**

- The educator: child ratios as outlined in the National Standards will be met at all times.
  - There will be a maximum of 15 children to 1 educator.
  - There will be a maximum of 8 children to 1 educator for excursions.
  - There will be a maximum of 5 children to 1 educator for swimming.
- There will be a minimum of 2 educators present at all times.
- When educators are sick or unable to attend work, appropriate relief educators will be employed to meet the standards.
- For an emergency or if an educator becomes sick, a replacement should be obtained where possible before the educator leaves the service.
- If a relief educator is unable to be obtained, suitable volunteers may be employed on a casual basis to cover the numbers.
- Volunteers will only be counted on excursions to make up the higher number of educators required, or when temporarily employed.
- Students will not be counted as part of the educator: child ratio, at any time.

## **i) Communication:**

### EDUCATORS/MANAGEMENT

- Educators and management are to treat each other with respect, courtesy and understanding.
- Appropriate language is to be maintained at all times.
- The Coordinator is the main line of communication between the educators and management.
- Educators can raise any issues with management through the Coordinator.
- The Coordinator will ensure that this is drawn to management's attention through the monthly report.
- Where necessary, educators will be invited to management meetings to discuss their concerns.
- Where the matter is seen as urgent, the Coordinator may raise the issue with management prior to the meeting and discuss if there is a need for immediate action to be taken at that time.
- If educators have an issue they do not wish to address with the Coordinator they may personally write to management identifying the problem and asking for the help of management. A copy of this letter must be given to the Coordinator.
- The issue should be raised at the next management meeting. The educator involved will be asked to attend the meeting to personally discuss the issue.
- Where there is a distinct conflict between an educator and management, the educator or management member can act on this as per the grievance procedures. A mediator or union representative can be brought in to discuss any concerns that have not been able to be resolved by the normal procedures.

### EDUCATORS/FAMILIES

- Educators will create a comfortable and supportive environment for families and strive for open communication and good relations.
- Educators and families will treat each other with respect, courtesy and understanding.
- Appropriate language is to be maintained at all times.
- Educators will not be judgemental towards families and will respect their need to use childcare.
- Educators will accept family's individual differences in raising their children and in all cultural issues.
- Educators will ensure families are greeted and farewelled in all sessions.
- Educators will maintain regular, open communication with families.
- Educators should inform families personally about anything relating to their children as an ongoing process. This could be praise about the child's day or activities, any problems the child might have had in the day, issues of behaviour that may have been a concern and so on.
- Educators will regularly talk to families about the child's interests or activities and respond to suggestions from the families.
- Educators will regularly talk to families about the child's cultural needs and celebrations and respond to these.
- When family members contact the service to see how a child is settling in, educators will provide them with information regarding the child's participation and wellbeing.
- Conversations will be maintained at a positive level.
- Communication with families will be maintained in a variety of ways such as:
  - Greeting and farewelling
  - Personal conversations
  - Notice boards
  - Parent handbooks
  - Newsletters
  - Information from management
- Educators will ensure that families are fully aware of all lines of communication, and ensure these are followed. Educators will be aware of their limitations in relation to family's problems and

ensure they are referred to the appropriate people when required. Families and educators are requested to maintain confidentiality at all times.

#### EDUCATORS/CHILDREN

- Educators and children are to treat each other with respect, courtesy and understanding.
- Educators will respect children's opinions and encourage their participation in the planning of the program and in establishing a code of behaviour for the service.
- Appropriate language is to be maintained at all times.
- Educators will use appropriate voice tone and level when talking to children.
- Shouting will be avoided.
- Educators will be supportive and encouraging and communicate to children in a friendly positive and courteous manner.
- Educators will greet and farewell children each session.
- Educators will initiate conversations with all children, and develop an understanding of the child and their interests.
- Educators will give praise and positive feedback to the children as often as possible.
- Educators will form friendly and warm relationships with the children in their care.
- When communicating with children, educators will ensure that they are understood and to communicate at the child's level.
- Children will never be singled out or made to feel inadequate at any time.
- Educators will not threaten or verbally abuse the children in any way.

#### EDUCATOR/EDUCATOR:

- Educators are to treat each other with respect, courtesy and empathy.
- Appropriate language is to be used between educators at all times.
- Educators are expected to work together as a team and be supportive of each other in the workplace.
- Staff meetings are appropriate times to raise matters of interest or concern to other educators. The Coordinator will arrange for educators contributions to be placed on the meeting Agenda.
- Educators are expected to read minutes of meetings and to take notice of changes to service policy and procedures.
- Educators are to read the daily communication book prior to the commencement of each roster.
- Educators will familiarise themselves with the content of all notices displayed around the service.
- An educator with concerns about the work practices or standards of another educator will firstly approach that person to discuss the matter. If the matter remains unresolved, then the grievance procedures will be followed.
- Educators should not unnecessarily involve families or other educators in their matters of grievance or complaint.

#### **j) Staffing Arrangements:**

- The service's Nominated Supervisor will be responsible for the service at all times regardless of their attendance at the service.
- In the absence of the Nominated Supervisor at any time, a Responsible Person will be selected to be in charge of the daily operation of the service.
- They will be chosen based on the following: Are they a fit and proper person, evidence of skills, knowledge and experience working with children, and declarations relating to knowledge of the NQF, National Law and Regulations, MTOP and Child Protection training, including the completion of the accredited assessment task.
- This person will not adopt the Nominated Supervisor's responsibilities during this time. The service will display the details of the Nominated Supervisor and Responsible Person at all times the service is operating.
- A Responsible Person is covered under the Service's Supervisor Certificate.

- The service will appoint an Educational Leader and display the name of this person for families should they wish to discuss the service's programming practices.
- At all times the service is operating, there will be at least one educator who holds a current approved first aid, anaphylaxis and asthma management qualification.
- Educators will record their name and the hours they have worked directly with children each time they are working in the service. This record will also include the name of the Responsible Person, the Educational Leader, and the names of any students and visitors.

# Code of Conduct for Nominated Supervisors

## (Co-ordinators/Directors) and Educators in Out of School Hour Services

DBOOSH is committed to protecting children attending the service and other children with whom the service comes into direct contact with. The service strives to provide a child safe environment at all times and this code aims to provide staff with certainty about what are acceptable standards of behaviour when working with children. This Code will support staff to work in a way that supports the safety, welfare and wellbeing of children at all times. This Code is to be read with all policies within the Child Protection framework.

As an employee/volunteer of DBOOSH you must sign and abide by this Code of Conduct, which requires you to:

- Commit to conduct yourself in a manner consistent with your position and as a positive role model to children.
- Read, understand and comply with organisational policy and guidelines around the safety of children as outlined in the Child Protection Framework.
- Follow relevant local, state and national laws pertaining to working with children, including reportable conduct obligations and mandatory reporting requirements.
- Be respectful of children's rights, background, culture and beliefs as set out in the UN Convention on the Rights of the Child.

### **I agree to:**

- Ensure adequate supervision of children as defined by the Education and Care National Laws and Regulations.
- Safeguard children at all times and not place a child at risk of abuse, or condone behaviour of children which is unsafe.
- Treat all children with respect and act in a way that does not show unfair differential treatment, or favour particular children to the exclusion of others.
- Avoid one-on-one situations with children, by ensuring that there is always another staff member or other children with me. If an unavoidable situation arises then communicate with other Educators about the situation.
- Always act in the best interest of children and avoid any unnecessary or potentially harmful

physical contact with children, unless necessary for their safety and wellbeing. Physical contact is required on occasions, however I will not allow children to sit on laps, and will encourage children to carry out tasks of a personal nature (such as toileting and dressing) for themselves when possible.

- Be careful when participating in or supervising games involving children that the activity does not have the potential to cause harm or injury. This includes being mindful of the child's age, development and any illness, injury or special needs that could place them at risk.
- Not physically punish a child, and ensure that any restraint of a child is only used for protecting the child or another person from physical harm, and conforms to industry and agency standards regarding the use of restraint with children.
- Use appropriate language for the age and understanding of the child, and avoid confusing or age-inappropriate discussions with sexual, discriminatory or violent references.
- Avoid any actions or words intended to threaten, intimidate, shame, humiliate, belittle, embarrass or degrade children.
- Maintain professional and courteous relationships with children and their families which do not exploit or abuse my position.
- Ensure that all gifts given to children are from the service and not give any individual gifts to children.
- Only photograph children appropriately for the circumstances and with the necessary consent of the child and their parents/guardians.
- Not expose children to inappropriate imagery, including on age-inappropriate websites, for any reason.
- Use social media appropriately and not engage in social networking with any children in the service or children who have attended the service under the age of 16 or their siblings.
- Be aware of, and act on, any specific health issues with children in my care, particularly any medical and dietary specifications.
- Give medication to children in accordance with the service's medication policy and as detailed by the Education and care National Laws and regulations.
- Not attend work if affected by illegal drugs or alcohol, consume them whilst on duty or supply them to children in my care.
- Not attend work if adversely affected by prescription medication which might cause harm to any children in my care.
- Not smoke whilst on duty.
- Declare all secondary work that involves children who attend the service (e.g. babysitting) and any out of work contact with children and their families met through the workplace.











# Sun Protection Policy

## Policy Statement

Our service aims to balance the risk of skin cancer from too much sun exposure with maintaining adequate vitamin D levels in our children. We aim to take a sensible approach to sun protection in our service that empowers children to take responsibility for their own health and wellbeing (“My Time, Our Place.” Outcome 3)

The sun’s ultraviolet (UV) radiation is both the major cause of skin cancer and the best source of vitamin D. We need vitamin D to maintain good health and to keep bones and muscles strong and healthy.

We aim to ensure that all children in attendance at the service when the UV forecast is 3 or above will be protected from harmful rays of the sun. All staff will model appropriate sun protection behaviour and enforce the sun protection policy.

Evidence suggests that childhood exposure to UV radiation contributes significantly to the development of skin cancer in later life. Ultraviolet (UV) radiation cannot be seen or felt and can be high even on cool and overcast days. This means our service educators will teach children not to rely on clear skies or high temperatures to determine the need for sun protection and provide them with exposure to resources and materials that will reinforce this message and assist children to understand the complexities of their environment (“My Time, Our Place.” Outcome 2).

Strategies for teaching sun protection in the service will be based on children actively practicing and monitoring their own implementation of sun protection strategies as active learners (“My Time Our Place.” Outcome 4). This will include children having opportunities to access UV Alerts and monitoring the exposure to the sun of both themselves and their peers (“My Time, Our Place.” Outcome 5). Our service believes that implementing a best practice sun protection policy will have a major impact on reducing their chance of our children developing skin cancer in later life.

## Considerations

Regulations 100, 114  
National Quality Standards 2.3.2, 6.3.2  
Providing a Child-Safe Environment Policy  
NSW Cancer Council

## Procedure

### a) Scheduling of activities

The following procedures will be implemented when scheduling activities when the UV Rating is 3 or above.

Where appropriate, outdoor activities will be scheduled outside of peak UV times or planned for shaded areas with sun protection used for all children.

In non daylight saving time (April-Sept) outdoor activities can take place at any time as long as sun protection (hats, clothing, sunscreen, shade) is used when the UV Index is 3 or above.

Where the UV Index for that day is not known, sun exposure will be minimised between the hours of 10am and 2pm (11am and 3pm during daylight savings).

When planning excursions, sun protection will be included in the risk assessments for service participation.

All sun protection practices will be maintained while staff are escorting children to and from school and on any excursions.

#### **b) Shade**

Structured outdoor activities will be held in shaded areas whenever possible when the UV Index is 3 or above

The service will identify shade options at various times of the day and the year within the outdoor space and promote these to the children. Educators will set up activities and play spaces to make best use of the shade.

Children will be encouraged to use available shade when playing outside during times when the UV Index is high.

#### **c) Clothing**

Educators and children will wear protective clothing when outside during periods of time when the UV Index is 3 or above.

When outdoors, children will be encouraged to wear sun-safe clothing with sleeves, collars or covered necklines.

Midriff, crop or singlet tops do not provide adequate protection and are not recommended. The Family Handbook will remind families and children of the appropriate clothing to wear to the service to meet the sun protection policy.

Children will be encouraged to wear sun-safe hats that protect the face, neck and ears when outside.

Recommended hats are bucket hats and broad brimmed hats. Baseball caps and visors are not recommended.

All educators will be required to wear tops with sleeves and collars or covered necklines and longer style skirts, shorts or trousers.

Children who do not have a hat must play in a sheltered area. Staff are to enforce the rule that where a child has not got a hat or is wearing clothing that is not recommended as appropriate they must access shaded areas in which to play.

#### **d) Sunscreen**

SPF 30+ broad spectrum water-resistant sunscreen will be available at the service for children and educators to use.

Educators will ensure there are regular reminders (minimum every 2 hours) to apply sunscreen prior to outdoor play during the months of October to March between 11am and 3pm or when the UV Index is 3 or above.

Permission to apply sunscreen will be included in the service enrolment form. Educators will respect the parents' right to refuse authorisation to apply sunscreen however will require children to wear appropriate clothing or play in the shade.

#### **e) Role Modelling of Staff**

Educators will wear protective clothing and practice a combination of sun protection strategies (sun-safe hats, clothing, sunglasses, SPF 30+ broad spectrum water resistant sunscreen) when in attendance at the service.

Wherever possible, staff will seek out shade when undertaking outdoor supervision in months where the UV Alert is 3 or above.

Educators will use opportunities to discuss with children sun protection and demonstrate a positive and proactive approach to the management of sun protection in the service.

#### **f) Collaboration with Children**

Children will be provided with opportunities to take leadership roles in managing sun protection.

Children will be encouraged to access the internet/ newspaper to check the UV ratings for the day and advise educators of the times when the UV Index will be 3 or above.

Opportunities for children to set alarms for when the UV Index increases above or drops below 3 will be provided and children assigned duties regarding UV reminders, hat reminders and management of sunscreen.

Children will be reminded that they can remove their hats when the UV Index falls below 3.

#### **g) Education & Information**

The sun protection policy will be available to all families using the service.

Parents will be informed of the sun protection policy including appropriate clothing requirements on enrolling their child in the centre through the Family Information Booklet.

Upon enrolment in the vacation care program, parents will be advised of suitable protective clothing and hats for children to wear at the service and encouraged to apply sunscreen to their child prior to attending the service during the spring and summer vacation care periods.

Where children have allergies or sensitivity to the sunscreen, parents will be asked to provide an alternative sunscreen, or the child encouraged to play in the shade.

The centre will incorporate sun and skin protection awareness activities in the program and provide notices and posters about the topic from the Cancer Council NSW as appropriate.

#### **h) Review**

This policy is adopted as standard for all OSHC services in NSW and endorsed as SunSmart by the Cancer Council NSW and Network of Community Activities.

This Policy will not be changed unless advised by the Cancer Council NSW and Network of Community Activities.

# Supervision of Children

## Policy Statement

Our Service believes that the supervision of children in our care is of paramount importance and that we all have a responsibility to protect the health and safety of each individual at all times. Children need safe and secure environments in which to thrive. Effective supervision is integral to creating environments that are safe and responsive to the needs of all children. Part of this is ensuring that children are protected from hazards or harm that may arise from their play and daily routines. Effective supervision also allows educators to engage in meaningful interactions with children. Our service is committed to:

- (a) Complying with the Education and Care Services National Law and Regulations at all times.
- (b) Ensuring that children are supervised at all times;
- (c) Considering the design and arrangement of children's environments to support active supervision;
- (d) Using supervision skills to reduce or prevent injury or incident to children and adults;
- (e) Guiding educators to make decisions about when children's play needs to be interrupted and redirected;
- (f) Supporting educators and their supervision strategies;
- (g) Providing consistent supervision strategies when there are staffing changes; and
- (h) Acknowledging and understanding when supervision is required for high-risk experiences and/or the ratio of adults to children is increased.
- (i) (National Quality Standard 2.2, Element 2.2.1)

## Considerations

Regulations 82, 83, 99-102, 115, 123, 155, 168, 176

National Quality Standards: 2.2

Excursions Policy

Delivery & Collection of Children Policy

Interactions with Children Policy

Management of Incident, Illness, Injury & Trauma Policy

Providing a Child-Safe Environment Policy

## Procedure

### a. Planning for Supervision and ratios

- In accordance with the Education and Care Services National Law and Regulations, the service will ensure that the prescribed ratio of 1 educator for every 15 children is adhered to at all times the service is educating and caring for children. This ratio will reduce to 1 educator for every 8 children when on an excursion outside of the service premises.
- Ratios will take into account the number of Educators (their level of skill and experience) the types of activities children are involved in... Positioning and supervision of children will vary at different times during the session. Educators will be aware of activities, which are of higher risk.e.g outdoor play vs.

indoor craft activity.... Educators will constantly discuss and move to where higher risk activities are taking place... This could mean a 1 adult to 20 children for a low risk craft activity and a 1:10 ratio for tree climbing or fire play... however the overall ratio remain at 1:15 across the service.

#### **b. Supervision Zoning:**

- Zoning areas of the service helps educators to better supervise children when they are accessing various locations such as indoor, outdoor, sporting fields, toilets etc. The service will ensure a zoned map is on display that shows educators the area they are primarily responsible for supervising. A marker within each zone on the map will demonstrate the most effective vantage point for effective supervision. This will be a location that allows for the educator to see and/or hear the children accessing that zone and acts as a guide only. Educators will move throughout the zone freely and not remain fixed unless the level of supervision required them to be.
- All educators will be involved in the preparation of the zone map and will physically walk the areas to determine where the most effective zones and vantage points are located.
- Each zone will have different duties required of the educators supervising them. The service will ensure each zone has a documented list of the expected duties required in each zone. When creating these duty lists, the Coordinator will take into account the number of children who may access that zone, the activities that will be happening, possible risk factors and hazards and visibility. For example, it would be unreasonable to expect a sole educator supervising a school oval with 15 children on it to also be responsible for children as they walk between the oval and the indoor facility unless there is a clear view of their walking path. If the path is obstructed, it may be necessary to have a staff member positioned somewhere between the two locations. This would be described in that zones duty list. A strategy for children accessing toilet facilities will be included in the services zoning plans and duty list.

#### **c. Rosters:**

- To ensure there are a sufficient number of educators to meet ratios each time children are being educated and cared for, the service will ensure a roster is completed and made available for educators to review. When creating a roster, the Coordinator will take the number of expected children enrolled into consideration.
- As well as a shift roster, the service will also assign educators a zone in accordance with the zone map described above. Educators will rotate their assigned zones each shift so that they are familiar with the supervision requirements in each zone and also to build relationships with all of the children as they move around the service.

#### **d. Team Approach:**

- Each educator comes to the service with their own beliefs and values. With this also comes their understanding and interpretation of how and why certain things are done. It is important to ensure that the service has a team approach when it comes to the way supervision is performed and why it is so critical to their work. The service will regularly discuss supervision practices at meetings and explore each educator's definition of what supervision means to them and what that looks like in action. For all children to be safely supervised there must be an agreement on how supervision is undertaken.

#### **e. Risk Assessments:**

- Each supervision zone of the service comes with its own unique risks and hazards. To minimise the

possibility of children, educators or visitors being harmed anywhere in the service it may be necessary for certain zones to have a risk assessment completed and documented. This will assist educators in being able to focus on supervising and interacting with children rather than dealing with hazard reduction during key supervision times.

- The service will ensure that any area deemed 'high risk", based on the volume of children accessing it, the activities that happen in that zone or the number of 'near misses' that have occurred there, will have a designated risk assessment and accompanying management plan or strategy. This may be included as part of the service's daily indoor/outdoor safety check.

Access:

- ✓ Educators will ensure that children are unable to/understand not to access unsupervised areas of the service and that potentially hazardous items are kept out of areas that children have access to in accordance with service safety procedures.

#### **f. The Principles of Active Supervision**

Active supervision is a combination of listening to and watching children play, being aware of the environment and its potential risks, any equipment children are using, the weather conditions, the time of day, managing small and large groups of children, transitions and many more factors.

It is crucial that educators are aware of the different ages, personalities, behaviours, needs, abilities and characteristics of the children in their care. How children interact, communicate and play with one another is dependent on the educators building relationships with children to learn about who they are, how they react in certain situations and discover their interests. These are vital skills to develop as they assist educators to predict children's play patterns, which affects how educators plan and establish environments and coordinate supervision strategies to maximise children's safety and ability to play free from harm or injury.

#### **Knowledge:**

- Understanding each child's abilities and skill level by developing meaningful relationships with all children and engaging in their play.
- Using clear and simple rules and boundaries that are developed with and known to all children and consistently applied by educators and enforcing strategies for when children do have to move out of play areas such as buddy systems for toilet access etc.
- Checking the environment for hazards and risks prior to children accessing it and also during supervision and ensuring the setting up of the environment supports active supervision practices.

#### **Vigilance:**

- Educators positioning themselves in strategic positions where they can see and hear children.
- Educators scanning constantly with both sight and hearing for any hazards or issues, which may pose a risk to children's health, well-being or safety.
- Circulating the play areas where children are situated.

#### **Empowerment:**

- Teach children how to appropriately and safely use equipment and access play areas and take some responsibility for their actions.
- Support children to determine safe and unsafe practices.
- Encourage children's confidence in reminding their peers about safe practices and to alert an educator if there is a problem.

**Important:**

Single staff model services, where the staff member or carer is alone with children for the majority or all of the time, will need to modify their strategies to supervise children because they are unable to rely upon colleagues to assist them. This may involve strategies such as having the group of children all indoors or all outdoors at any given time depending on the visibility available, giving older children more responsibilities in assisting younger children and notifying families that discussions may need to wait until other times if the distraction could put children at risk of harm. Single staff model services obviously still need to consider the safety of children to be paramount at all times, however Management in these cases also need to recognise the difficulties faced for those educators who are working alone and ensure they provide adequate support and information for educators to maintain their supervision standards.

**g. Supervision Outside of the Service**

Transporting children to and from the service:

- There are obvious hazards that can be identified when children are outside of the service environment. Such times may include excursions, when children are collected and dropped off at school and when moving between the service and extra curricular activities. Educators will discuss and document the potential hazards and risks associated with the transportation of children whether it is via walking, buses or other modes. A documented risk assessment will be available if the activities of children during these transitions are deemed high risk.
- Educators will ensure that children are supervised at all times whilst under the care of the service but outside of the service grounds and that any activities and play children undertake during these times is appropriate to the environment they are in and free from potential hazards where possible.
- Educators will ensure they are familiar with the procedures for locating a missing child who has not arrived at their expected collection point.
- Educators will ensure that children using public bathroom facilities will be accompanied where possible and that head counts and role calls occur regularly.

**h. Partnerships with Children**

- Our service involves children in all aspects of the services daily operations including the rules and boundaries that guide their behaviour. Children are offered opportunities to develop their own rules and boundaries in partnership with educators, which then allow them to better understand the reason for limits and acknowledge the consequences when these are not adhered to.
- The age of children in our service range greatly, which reflects various levels of play behaviour. Educators will assess each play scenario in accordance with children's development and adapt supervision strategies to meet individual needs. For example, younger children may require more active supervision than older children do or if children are doing an activity that poses a greater risk, which will affect the level and type of supervision given to that area.
- Educators respect all children's rights to privacy and allow them the space to be independent but particularly children in older age groups. Educators will develop supervision strategies that monitor but

also allow older children to self-manage their play and limit setting.

- Educator's supervision levels will add to and enrich the play of children and only disrupt activities if there is a need due to hazard and risk identification.
- Educators will engage in play with children and interact with them in accordance with our services values and beliefs whilst also supervising. This helps to build meaningful relationships and helps to minimise challenging behaviours.

# Water Safety

## Policy Statement

Our service will plan experiences with appropriate levels of challenge where children will be encouraged to explore, experiment and take appropriate risks (“My Time, Our Place”, Outcome 4), including the use of water as a medium for play in both the outdoor and indoor environment and on excursions.

Water use will be supervised at all times to ensure the safety of children is a priority. The hygienic state of water will be assessed before it is used for children’s play. Drinking water will be accessible, hygienically stored and maintained.

The safety and supervision of children is paramount when in or around water. This relates to water play, excursions near or at bodies of water, hot water, drinking water and hygiene practices with water in the service environment.

## Considerations

Regulations 101-103

Excursions Policy

Providing a Child-Safe Environment Policy

## Procedure

### a) Water Safety in relation to excursions

The service recognises the risks posed by bodies of water and will ensure that every precaution is taken so that children are able to enjoy water-based excursions safely. Risk assessments will be carried out for all water-based excursions, please refer to the service’s Excursion Policy. Authorisation from families will be sought prior to excursions including those involving water-based activities.

The National Law and Regulations do not specify a specific educator to child ratio for activities where water is a feature. The number of educators present is to be determined by a risk assessment of the proposed activity. It must also be noted that in sections 165, 167 and 169 of the National Law there are clear statements about adequate supervision. A range of factors shall determine the adequacy of supervision, including:

- Numbers, ages and abilities of the children
- Number and positioning of educators
- Each child’s current activities
- Areas where children are playing, in particular the visibility and accessibility of these areas
- Risks in the environment and experiences provided to children
- Educators’ knowledge of each child and each group of children,
- The experience, knowledge and skill of each educator.

## **b) Definition of a body of water**

The service recognises the following locations as bodies of water:

- Swimming pools and /or water fun parks
- Wading pools
- Lakes
- Ponds
- The sea / ocean
- Creeks
- Dams
- Rivers
- Equipment used by the service that could contain 5cm or more of water and would allow a child to submerge both nose and mouth at the same time.

## **c) Water safety in relation to water-based activities within the service**

- Water use within the service will be supervised to ensure that the safety of children and educators is a priority. The hygienic state of water will be assessed before it is used for children's play.
- At the completion of the activity the water containers will be emptied and the containers turned upside down or packed away. Educators will ensure water troughs or containers for water play are filled to a safe level. Children will be discouraged from drinking from these water vessels.
- Children will be instructed in the safe use of equipment used during water-based activities, for example, slip and slide, water pistols, bubble machines, etc.
- Any buckets of water that may be used for cleaning or hand washing will not be left unsupervised near the children and will be emptied immediately after use
- The children's play areas will be checked each morning to ensure that no containers or pools of water are accessible to children. If rain occurs during the day, outdoor play areas will be checked for safety prior to the children entering the outdoor environment.