

## POLICY GROUP 2 - Children

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## Respect for Children Policy 2.1

POLICY GROUP: CHILDREN	FORMULATED: 2018  COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: RESPECT FOR CHILDREN POLICY 2.1	REVIEWED: 2020  REVISED: 2020

The children, and their well-being, health and safety, are the focus of the service. Children are to be treated by Educators always as unique and valued individuals with respect & dignity. Showing interest in and respect for the children makes them feel valued, capable and more confident in their ability to express themselves and work through differences. Above all it promotes self-esteem and enhances the children's enjoyment of the program. Respectful communication with children, role model effective and appropriate ways of relating to others.

### RELEVANT LAWS & OTHER PROVISIONS

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
  - 'My Time, Our Place' Framework for School Age Care
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- *NQS Area: 1.1; 1.2; 2.1.1, 2.1.2; 2.3.4; 4.2.1; 4.3.2; 5; 7.1.1, 7.1.2; 7.2.1, 7.2.3, 7.3.5.*
- *Policies: Arrivals and Departures of Children, Reporting of Child Abuse, Behaviour Management and Support, Anti-bullying, Inclusion and Anti-bias, Including Children with Special/Additional Needs, Use of Photographic and Video Images of Children, Children's Property and Belonging, Educators Practice, Children's Toileting.*
- *United Nation's Convention on the Rights of the Child (article 12)*

### PROCEDURES

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

- The Centre program and activities including Vacation Care (see policy: Educational program planning)
- Rules of expected behaviour within the service (see policy Behaviour support and management)
- The physical aesthetic environment of the service (NQS Area 3- Physical environment)
- The menu
- The maintenance of the gardens and vegetable patch
- The centre recycling process

Educators will:

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

- Ensure that all children feel safe, secure and supported always;
- Always abide by the United Nation's Convention on the Rights of the Child (article 12).

## Interaction with Children Policy 2.2

POLICY GROUP: CHILDREN	FORMULATED: 2018 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: INTERACTION WITH CHILDREN POLICY 2.2	REVIEWED: 2020 REVISED: 2020

The service promotes trusting relationships with children, ensuring the children have a sense of belonging and feel secure and safe in their environment. Appropriate communication with all children is of paramount importance, whereby interactions support the acquisitions of skills for life and learning.

### RELEVANT LAWS & OTHER PROVISIONS

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *'My Time, Our Place' Framework for School Age Care*
- *NQS Area: 1.1.5, 1.1.6; 2.1.1; 2.3; 4.1; 4.2.1; 5.1; 5.2; 6.1.1, 6.1.3; 6.2; 6.3.2, 6.3.3; 7.1.2, 7.1.4, 7.1.5; 7.2.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *United Nation's Convention on the Rights of the Child (Article 13)*

#### *Policies:*

*Respect for Children, Educator Ratios, Exclusion for Behavioural Reasons, Including Children with Special/Additional Needs, Educators Practice, Observational Recording, Medication, Food and Nutrition, Communication with Families, Complaints Handling*

### **PROCEDURES**

- Educators are to be responsive and consistent in their interactions with children.
- Educators will show respect for children and always treat them with dignity
- Educators must always maintain a calm disposition when dealing with children under all circumstances.
- An appropriate tone of voice and volume suitable for the circumstance must be used.
- Educators will seek help if a situation with a child becomes too difficult for the educator to handle or if the educator feels as though they are losing their composure.
- Educators will never physically restrain a child unless it is to keep them away from a dangerous situation. If restraint is required then the Coordinator, Co-ordinator or another educator must be called for backup.
- Interactions with ISS children must be modified to meet their specific needs.
- The program will be facilitated by the sharing of knowledge between educators and children.
- Educators will ensure they are accessible to all children for 1:1 and small group conversations, making sure supervision is not compromised.
- Children will be encouraged to discuss any current events or specific topics that may interest them.
- Children are given the opportunity to share experiences and stories with Educators and others within the group.
- Educators will observe children's interactions with peers and other Educators to ensure all interactions are appropriate from these interactions Educators will develop observational stories to assist with programming.
- Children are encouraged to participate and be respectful during all play times.
- Educators will model and encourage children to use problem solving skills, reasoning, predictive, reflective processes and appropriate language.

## Protection of Children Policy 2.3

POLICY GROUP: CHILDREN	FORMULATED: 2018 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: PROTECTION OF CHILDREN POLICY 2.3	REVIEWED: 2020 REVISED: 2020

The protection of children in the care of the service is of utmost importance. This includes the services moral and legal duties to care for children associated with the service.

### RELEVANT LAWS & OTHER PROVISIONS

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Child Protection Regulations 2000*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Commission for Children and Young People Amendment Regulation (No 1) 2006*
- *Duty of Care*
- *United Nation's Convention on the Rights of the Child (Article 4, 19)*
- *NQS Area: 2.3; 4.2.1; 7.1.1, 7.1.2, 7.1.5; 7.3.2, 7.3.5.*

#### *Policies:*

*Reporting of Child Abuse, Behaviour Support and Management, Anti-bullying, Inclusion and Anti-bias, Including Children with Special/Additional Needs, Use of Photographic and Video Images of Children, Educators Practice, Children's Toileting*

### **PROCEDURES**

- Employment and training procedures are used to ensure that the Centre employs suitable people.
- Educators are directed to ensure that when setting up for all activities, there is a safe environment.
- Children are always supervised in accordance with centre's child staff ratios. This ensures, all children, are protected from all forms of harm.
- Educators seek to ensure they are not alone at the service with a child/ren unless in the case of an emergency.
- Educators will instruct the children to inform them when going to the toilet. Educators will walkie talkie through to the designated Educators in those areas to inform them of children's arrival.
- Educators will inform other educators when children are returning to their original play environment. If the children have not returned, Educators will inform the Responsible Person to check on the children's location.
- Educators and volunteers are to comply with legal requirements and apply for and maintain a current "Working with Children Check" blue card. The Licensee and other Executive will also be required to hold and maintain a current "Working with Children Check" blue card in accordance with the Commission.
- All educators will be required to complete Asbestos training annually.
- Coordinator will ensure that Positive Notices are kept up to date, that Educators are aware of legislative requirements and changes relating to the protection of children, including the Child Care Act, Commission for Children and Young People.
- Educator: child ratios will be in keeping with, or where possible better than those guidelines set out in the National Quality Framework and the Child Care Act 2010. In setting Educators ratios, consideration will be given to the activities undertaken, ages and abilities of the children and any special requirements that children may have.
- Ironside OSHC has a duty of care obligation under the law by protecting children from any reasonable, foreseeable risk of injury or harm

- ensuring that all staff, students and volunteers caring for children at the service act in the best interests of the child, and take all reasonable steps to ensure the child's safety and wellbeing at all times
- supporting the rights of all children to feel safe, and be safe, at all times
- developing and maintaining a culture in which children feel valued, respected and cared for
- encouraging active participation from parents/guardians and families at the service, and ensuring that best practice is based on a partnership approach with shared responsibility for children's health, safety, wellbeing and development.

## Educator Ratios Policy 2.4

POLICY GROUP: CHILDREN	FORMULATED: 2018 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: EDUCATOR RATIOS POLICY 2.4	REVIEWED: 2020 REVISED: 2020

Educator / child ratios will be in keeping with, or where possible better than those guidelines set out in the National Quality Framework or the Education and Care Services National Regulations 2011. In setting ratios, consideration will be given to the activities undertaken, ages and abilities of children involved, along with any special requirements.

### **RELEVANT LAWS & OTHER PROVISIONS**

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Family and Child Commission Act 2014*
- *Duty of Care*
- *NQS Area: 1.1.5; 2.1.1; 2.2.2; 2.3.1 2.3.2, 2.3.3; 3.1.3; 3.2.1; 3.3.2; 4.1; 4.2.1; 5.1.2; 5.1.3; 6.1.3; 6.3.3; 7.1; 7.2.2; 7.3.1, 7.3.2, 7.3.3, 7.3.5.*
- *Policies: 3.5 - Excursions, 3.6 - Transport for Excursions, 4.5 - Illness and Injury, 7.2 – Drills and Evacuations, 7.3 – Harassment and Lockdown.*

### **PROCEDURES**

In setting Educator ratios, management will be guided by the Education and Care Services National Regulations 2011 so that:

- There will be a maximum of 15 school age children to every Educator. This may vary however depending on the activity/circumstances in the immediate area.
- There will be a maximum of 8 children to every Educator on excursions
- There will be a maximum of 5 children to every Educator when swimming with less competent swimmers. When swimming with more competent swimmers the ratios will be adjusted accordingly at the discretion of the Responsible Person on duty at that time.
- There shall be 1 Educator with First Aid, CPR, Anaphylaxis and Asthma qualifications in attendance at any place children are being cared for who must be immediately available.
- There will be at least one Responsible Person on site at all times.
- There will be at least 1 Educator with a Bronze Medallion certificate or Life Saving Certificate on roster whilst children are involved in any swimming activities.
- Educator expectations may be altered due to significant reduction in numbers at any time at the discretion of the Coordinator.

Children who may require additional support, assistance or attention are considered. This may include extra Educators in accordance with funding and support arrangements for that child.

Qualified volunteers or students working towards an equivalent qualification may be counted towards the Educator to child ratios for the service. Volunteers under the age of 18 years must be fully supervised. Any persons that may be employed as a trial educator may be classified within the ratio numbers as long as they are being paid for the trial day.

## Arrivals & Departures Policy 2.5

POLICY GROUP: CHILDREN	FORMULATED: 2018 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: ARRIVALS & DEPARTURES POLICY 2.5	REVIEWED: 2020 REVISED: 2020

The Service's responsibility for the children begins at 7.00am until 9.00am (BSC), 3.00pm until 6.00pm or until collected (ASC), and 7.00am until 6.00pm or until collected (VC). For the safety and protection of children, and in keeping with Duty of Care considerations, the service has strict procedures regarding the arrival and departure of children and particularly the persons who may collect children from the Centre.

### RELEVANT LAWS & OTHER PROVISIONS

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Child Protection Act 1999 and Regulations 2000*
- *Duty of Care*
- *NQS Area: 2.3.1, 2.3.2; 4.1; 4.2.1; 6.1.1, 6.1.3; 6.3.2; 7.1.1, 7.1.2; 7.3.*
  - *Policies; 2.3 – Educator Ratios, 2.12 - Managing Duty of Care – Non-Attending Children, 2.14 – Bookings and Cancellations*
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### **PROCEDURES**

- All children will be signed in and out by the parent/guardian or another person who the parent has nominated. The parent must however inform the Centre of another person collecting their child. This person will be asked to produce photo identification upon arrival at the Centre if they have not collected the children previously.
- The service takes responsibility for children once they have been signed in by a parent or guardian. This responsibility continues until the child is duly signed out by an authorised person.
- Educators will not allow children to leave the service unaccompanied or be released to a person other than the parent or guardian of the child, or to an authorised person as permitted under the above procedure. If in doubt the Coordinator or Administrator/Receptionist will contact a parent or guardian immediately to discuss.
- No child will be granted permission to travel home or to another activity on their own unless permission has been obtained from a parent/guardian first.
- If a child is required to catch public or personal transport to the Centre for care, the Centre is not responsible for the child until the child arrives at the Centre. It is the parent's responsibility to call the Centre to ensure their child has arrived; It is the child's responsibility to inform the Educators upon their arrival so they can be signed in and accounted for.
- Children will not be allowed to attend extra-curricular activities unless the Centre has been advised by parent or guardian. The Centre holds no responsibility for these children whilst they are at these activities.

### **ARRIVALS & DEPARTURES BSC**



- Upon arrival at the service children must be signed in by parent or guardian, unless a prior arrangement had been made with the Coordinator due to parent illness or disability.
- Arrivals of BSC children require the individual signing in their child to walk their child into the centre and ensure an Educator is aware of their arrival.
- As of 1<sup>st</sup> July 2018 the new CCS will come into effect. It is imperative that children's correct attendance hours are submitted to DEEWR on a weekly basis.
- Children from Grade 2 through to 6 are independent and signed out of the centre at 8.45am to walk to their classrooms.
- Children from Grade 1 will leave at approx. 8.50am. and are walked to their meeting area.
- Prep children will be walked to their classrooms by an Educator. Educators will wait at the classrooms with children until the class teacher arrives.

## **LATE ARRIVALS & DEPARTURES ASC**

If a child who is booked in for ASC has not arrived at the Centre within 20mins of school finishing, the following procedure will be put into place:

- Children from child's class will be asked about child's whereabouts whilst Receptionist/Coordinator attempts to contact parents.
- School will be contacted and asked to check if child was marked absent.
- If parents cannot be notified emergency contacts will be called.
- If parents confirm that child should be at service, Coordinator or Receptionist will inform school that a child is missing. Bus lines will be checked and all children asked again.
- If child is still not located the police will be contacted
- If Educator ratios can be maintained an Educator may leave the Centre to search for the missing child.
- If at closing time children have not been collected or parents have not arranged collection within 30min of normal closing time, the emergency contacts will be informed. Educators will stay up to 1 hour at the service with the child. If after 1hr there has still been no contact the police will be sought for advice.

## **CHILDREN LEAVING WITHOUT PERMISSION**

- If a child leaves the service in any other circumstance and without permission, the Educators will assess the situation immediately. If ratios allow, an Educator will follow the child and encourage them to return to the Centre. The Coordinator or Responsible Person must be informed prior to any action and kept informed.
- If the child returns to Centre with the Educator, the parent or the guardian will be notified immediately of the child's actions, and the parent will requested to collect the child.
- If ratios do not permit Educators to leave the Centre, the parents or police will be notified of missing child.
- Whilst Educators believe in their duty of care, consideration must be given to the children still at the service and their safety is always to be considered.
- No Educator will be exposed to an unacceptable risk of personal harm whilst pursuing a child who leaves without permission.
- Educators will do everything possible to ensure the safe return of the child to the centre including any means of restraint that are required to keep the child safe from harm.

## **CHILDREN UNACCOUNTED FOR DURING A SESSION OF CARE**

- If a child is unaccounted for during the operating hours of the program, the Coordinator will be notified immediately. The Coordinator will undertake a thorough search of the service's approved areas. If the child is not located, the child's parents/guardians will be notified, and the police shall be called.
- An incident report will be completed and will include information such as;
  - Date, time and location of the child when they were last accounted for

- Details of the supervising educator and the circumstances surrounding the disappearance
- Details of actions instigated to locate the child
- Details of the child's clothing and any distinguishing features
- Time parent/guardians and other agencies were contacted

The Coordinator will advise the Executive Committee immediately upon calling the Police and the Regulatory Authority will be notified using the appropriate forms on the ACECQA portal.

## Reporting of Child Abuse Policy 2.6

POLICY GROUP: CHILDREN	FORMULATED: 2018 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: REPORTING OF CHILD ABUSE POLICY 2.6	REVIEWED: 2020 REVISED: 2020

The service applies the following principles:

The service recognises the complexity and sensitivity surrounding the issue of suspicion of child abuse, and the decision-making process of whether to report it. Whilst treating the interests of the child as paramount, the service must respect the reputation of all involved in suspected cases of child abuse. The service recognises that relying on any information that is false, exaggerated or unjust can lead to serious breach of the law. It is a mandatory requirement that any educator suspecting child abuse report such suspicions to the appropriate department.

### RELEVANT LAWS & OTHER PROVISIONS

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Child Protection Act 1999 and Regulations 2000*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Duty of Care*
  - NQS Area: 2.3.2, 2.3.4; 4.2.1; 5.1.3; 5.2.3; 7.1.1, 7.1.2; 7.2.3, 7.3.
  - Policies: 2.1 Respect for Children, 2.3- Protection of Children Policy, 2.2 - Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.10 - Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm, 2.12-Anti bullying policy, 8.4 – Educator Professional Development and Learning.

### **PROCEDURES**

- Coordinator will ensure that Educators are aware of their obligations in regards to duty of care.
- Educators shall report all reasonably suspicious circumstances or allegations of child abuse to the Coordinator who before taking any action must satisfy herself that there are reasonable grounds for the suspicion / allegation and that the motives of those concerned are genuine.
- It is a mandatory requirement that anyone suspecting child abuse report such suspicions to the OECEC
- If the person suspecting abuse is concerned but is unsure he/she can discuss their concerns with a person skilled in dealing with these situations (CPIU) Child Protection Investigation Unit or OECEC.
- All persons involved in a case of suspected child abuse will be treated with sensitivity and respect and all information to the case will remain confidential.
- Any conversations that are had with a child are to be open ended questions and not leading questions.
- Records in relation to these allegations and reports will be filed in child personal file and are to remain confidential.
- All educators will take part in yearly registered child protection in services.
- All educators are made aware that they are mandatory reporters and are required to report any claims or concerns of abuse or neglect of child within the service.

### **REPORTING OF HARM, SERIOUS INJURY OR DEATH**

- If a child has been seriously harmed by another child, Educator or any person whilst in care of the Centre, the appropriate forms will be completed on the ACECQA portal and signed by the executive then forwarded onto the OECEC for further investigation.
- If whilst in care a child has been seriously injured and medical attention has been sought / or death has occurred, the Coordinator will complete the appropriate forms on the ACECQA portal. The forms will then be forwarded to the OECEC for further investigation.
- An Educator that has had an accusation made against them by a parent, child or other educator will be immediately stood down with pay until further investigation has them cleared from any claims or allegations.
- All reports and completed forms are to be downloaded and kept on the child's file until the child turns 21 years of age.

## Behavioral Support & Management Policy 2.7

POLICY GROUP: CHILDREN	FORMULATED: 2018  COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: BEHAVIOURAL SUPPORT & MANAGEMENT POLICY 2.7	REVIEWED: 2020  REVISED: 2020

This service recognises the wide range of age groups that access School Age Care, as well as the differing developmental needs of individual children. Behaviour support and management is approached by:

- Applying appropriate measures in keeping with the individual child's developmental, emotional level
- Using consistency and compassion to the best of the individual's ability
- Having respect always for the individuality and dignity of children
- Encouraging all children to be nonjudgmental and display no bias or prejudice within their play environment
- Following the principles set out in the philosophy statement of the service, in regards to the needs of individual children
- Understanding and following the Centre rules
- Remembering to consider the vast array of cultures within the service and the culture requirements of these families.

### RELEVANT LAWS & OTHER PROVISIONS

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
  - 'My Time, Our Place' Framework for School Age Care
  - NQS Area: 1.1.5, 1.1.6; 2.1.1; 2.3; 4.1; 4.2.1; 5.1; 5.2; 6.1.1, 6.1.3; 6.2; 6.3.2, 6.3.3; 7.1.2, 7.1.4, 7.1.5; 7.2.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5.
  - Policies: 2.1 - Respect for Children, 2.3 – Educator Ratios, 2.7 – Exclusion for Behavioural Reasons, 2.11 – Including Children with Special/Additional Needs, 3.3 – Educators Practice, 3.10 – Observational Recording, 4.6 – Medication, 5.2 - Food and Nutrition, 9.3 – Communication with Families, 9.5 – Complaints Handling.

### **PROCEDURES**

Educators are trained in the developmental stages of the differing age groups of the children who attend the service. Educators will apply appropriate behavioural support and guidance techniques which will be consistent with the philosophy statement of the service.

- Educators will involve the children as far as reasonably possible in the developing the rules of behaviour
- The rules will be clear, child focused, based on acceptable wider expectations and easy to understand. These will be displayed throughout the centre.
- Educators are required to discuss the rules of behaviour with the children on a regular basis, enforcing why they are necessary.
- Educators are required to model appropriate behaviours to children
- Educators will assist the children to focus on the consequences of the child's actions and to make suitable choices regarding actions and behaviour, ensure the outcome for the child is being met where possible and taking the child's cultural expectations into consideration.
- Acknowledge when children behave positively and strive to solve problems in keeping within the rules of behaviour.
- Educators will use behaviour management techniques that are age appropriate for children.

- Educators are not permitted at any time to humiliate or physically punish children for inappropriate behaviour.
- Timeout will not be used but rather children will be encouraged to have a 'cooling off period' or chill out zone.
- have regard to the cultural and family values, age, and the physical and intellectual development and abilities of each child being educated and cared for.
- be warm, responsive and to develop trusting relationships with children that promote a sense of security, confidence and inclusion
- support each child to develop responsive relationships, and to work and learn in collaboration with others
- be positive and use respectful strategies to assist children to manage their own behaviour, and to respond appropriately to conflict and the behaviour of others.

### **Expected behaviours for all children**

- Speak nicely to other children and Educators
- Use manners (please and thankyou)
- Listen if someone else is talking
- Wait for your turn to speak, do not interrupt
- Remain seated when eating
- Walk on concrete
- Stay in sight of Educators
- Keep hands and feet to yourself
- Clean up after yourself
- Be respectful to educators and peers
- Respect centre equipment

Rules are to be negotiated and revised with children where and when appropriate

### **ALL CHILDREN:**

#### **MINOR BEHAVIOURAL ISSUES:**

Include ignoring instructions from Educators, going into out of bounds areas. Disregarding centre rules.

#### **PROCEDURE:**

- *The child will be reminded of the expected behavior*
- *If the behaviour continues a warning will be issued*
- *If the behaviour continues, the child will be removed from the situation to another area within the group*
- *A child may be referred to the Coordinator/Coordinator if the behaviour continues*

#### **MAJOR BEHAVIOUR ISSUES:**

Includes swearing at people, hitting, kicking, disrespect to educators, deliberately breaking Centre equipment, running away from group, bullying, stealing, continually ignoring educators, leaving school or centre grounds. Physically causing harm to other students or educators.

#### **PROCEDURE: Depending on the severity of the behaviour**

- *Warning*
- *Reflection/ Cooling of time*
- *Child is moved to a different location within the group*
- *Child is sent to office for extreme behaviour*
- *Parent is contacted*

**PROCEDURE: When the behaviour is severe.**

- *Where a child exhibits behaviour which puts themselves or others in danger, the child will receive one warning. The child may be physically removed by an educator or Coordinator due to duty of care if the child or other children are in harm's way.*
- *If the behaviour is repeated the child will be removed from the group and sent to the office.*
- *If the child is not able to be removed from the group or refuses to leave the group the child's parents will be contacted and the child will be collected.*
- *If a child's behaviour is extreme, no warning will be issued but the child will be referred directly to the Coordinator who might need to collect the child from the group.*
- *Major behavioural issues will be discussed with parent's /caregivers, the child may be internally or externally suspended and their input into behaviour management plan will be sought prior to the child returning to care.*

**INTERNAL SUSPENSION:**

Internal suspension is at the discretion of the Coordinator or the Responsible Person on duty at the time. An internal suspension maybe required if the child has been on a behavioural support plan and disregarded the requirements of the incorporated plan. An internal suspension may be prompted if the Coordinator or the Responsible Person on duty believes that the severity of the behaviour has warranted an immediate internal suspension. The internal suspension length o time will be at the Coordinators discretion. The Coordinator will aim to give the parent as much fore warning of the suspension as possible thus not to impose a significant strain on the families work situation. However, the internal suspension will be implemented within 48hrs of the incident occurring.

**PROCEDURE:**

- *Parents may be called during the afternoon that the incident took place to inform them of the internal suspension.*
- *Child will have letter sent home outlining behaviour that was displayed and that an internal suspension is being implemented.*
- *Internal suspension will require the child to be separated from their peers and seated at a table within the service completing either homework or worksheets supplied by the service. Worksheets and requirements will be age significant.*
- *Child will be encouraged to recognise, manage and reflect on their behaviours and express their emotions in positive, non-threatening and productive ways.*

**EXTERNAL SUSPENSION:**

External suspension is at the discretion of the Coordinator or the Responsible Person on duty at the time. External suspension may be required if the child has displayed any major issues of behaviour or has left the school or OSHC premises. If any child behavioural actions cause significant harm to that of an educator or another child and that is required to be reported to the department due to safety concerns.

**PROCEDURE:**

- *Parents may be called during the afternoon that the incident took place to inform them of the internal suspension.*
- *Child will have letter sent home outlining behaviour that was displayed and that an external suspension is being implemented.*
- *Coordinator or Responsible person in charge will determine the length of time the external suspension is to be implemented for.*
- *Child will be placed on a behavioural support plan upon returning and parent/ parents and child will be required to take part in a return to centre interview with Coordinator prior to resuming care. Child may not return until returning interview has taken place.*

#### **EXCLUSION FROM SERVICE:**

Exclusion from the service is at the discretion of the P&C Executive committee in consultation with the centre Coordinator. Exclusion may be implemented for any of the following reasons:

- if the severity of the behaviour has caused significant harm to an educator or individual that requires hospitalisation.
- if the behaviour displayed from the child has been previously discussed and a behavioural support plan has been implemented and has had no positive impact on the behaviour.
- If the child has previously been internally and externally suspended on several occasions and the unacceptable behaviour continues
- If the parent has not been supportive of the steps put in place by the service and worked with the service to implement the previous processes.
- If a child has put himself or another person at risk on several occasions



## Exclusion for Behavioural Reasons Policy 2.8

POLICY GROUP: CHILDREN	FORMULATED: 2018
	COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: EXCLUSION FOR BEHAVIOURAL REASONS POLICY 2.8	REVIEWED: 2020
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The Service has a Duty of Care to all children who attend and Educators, who work within, the Service.

### RELEVANT LAWS & OTHER PROVISIONS

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
  - NQS Area: 2.1.1; 2.3.2; 4.2.1; 5.2.2, 5.2.3; 6.1.1; 7.1.1, 7.1.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5.
  - Policies: Respect for Children, Behaviour Support and Management, Observational Recording, Communication with Families, Complaints Handling.
  -

Exclusion from the service can occur either temporarily or in some instances permanently if;

- a child exhibits inappropriate behaviour, or behaviour which threatens the safety or wellbeing of any child or other person in the Service;
- in the Coordinators reasonable opinion, the behaviour amounts, or may amount, to a threat to the safety or wellbeing of any child or other person in Service; and the behaviour support and management procedures (see Policy 2.7) have been properly applied first but without success, or the behaviour presents such an immediate potential threat that it is not reasonably possible to apply those procedures.
- If a child with additional needs demonstrates the above mentioned behaviours the Coordinator will converse with parents and committee to come to some resolution. If permission is granted in writing by the parent, the Coordinator, classroom teacher and Principal will discuss strategies. If the child's behaviour continues and the Educator's duty of care appears to be jeopardised the same rulings will apply.

Where possible prior to the exclusion of a child all elements of policy 2.7 will be exhausted first. If after following procedures from the Behaviour Support and Management policy, the unacceptable behaviours continue;

- The management committee will be notified and;
- A letter will be sent to the parents/guardians detailing the child's behaviours, exclusion time and expected return date

### **EXCLUSION FROM SERVICE:**

Exclusion from the service is at the discretion of the P&C Executive committee in consultation with the centre Coordinator. Exclusion may be implemented for any of the following reasons:

- if the severity of the behaviour has caused significant harm to an educator or individual that requires hospitalisation.
- if the behaviour displayed from the child has been previously discussed and a behavioural support plan has been implemented and has had no positive impact on the behaviour.
- If the child has previously been internally and externally suspended on several occasions and the unacceptable behaviour continues
- If the parent has not been supportive of the steps put in place by the service and worked with the service to implement the previous processes.
- If a child has put themselves or another person at risk on several occasions

## Behaviour Management of Children Whilst on Centre Grounds and in the Care of Parents Policy 2.9

POLICY GROUP: CHILDREN	FORMULATED: 2018 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: BEHAVIOUR MANAGEMENT OF CHILDREN WHILST ON CENTRE GROUNDS AND IN THE CARE OF PARENTS POLICY 2.9	REVIEWED: 2020 REVISED: 2020

Inside OSHC endeavors to provide an environment where both physical and harsh verbal recriminations are considered inappropriate.

### RELEVANT LAWS & OTHER PROVISIONS

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

*Policies: Educator Ratios, Arrivals and Departures of Children, Enrolment, Communication with Families, Parent/Care Code of Conduct*

### PROCEDURES

- Parents will be reminded that it is inappropriate to physically or verbally (in tones that may be considered harsh) reprimand their children or other children whilst on Centre grounds
- Educators do not permit violence of any kind and endeavor to teach children to deal with problems in a logical, passive and constructive manner. (Please see behaviour management policy 2.7))
- Specialised services such as Triple P (Positive parenting Program) are available. See Coordinator for contact numbers.
- The Coordinator has a duty of care obligation under the Child Care Act, to ask any parent to leave the premises if the Coordinator believes a child is being harassed or victimised by another parent from the service.
- No parent has the right to approach another child whilst on Centre grounds regarding their behavior.
- When children are in the care of parents on Centre grounds, it is expected that parents ensure that their child still follows the Centre rules and the school rules whilst on the school grounds.
- Parents are also asked that if they wish to speak to an Educator that where possible they direct any concerns, grievances or questions to the Coordinator or Assistant Coordinators on duty.
- All families are asked that any concern you may have regarding your child's care or decisions made by the service that these conversations are held away from your child and any other children within the service.
- All concerns, grievances or conversations involving other children or educators are to be discussed in a respectful manner and in an area away from others.

## Anti-Bias and Inclusion Policy 2.10

POLICY GROUP: CHILDREN	FORMULATED: 2018  COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: ANTI-BIAS AND INCLUSION POLICY 2.10	REVIEWED: 2020  REVISED: 2020

Educators endeavor to treat all children, families and Educators equally regardless of gender, race, religion, culture, ability, family structure and barriers to learning.

Ironside OSHC is inclusive of all children, regardless of gender, race, creed, abilities or social back ground, including those from Indigenous back-grounds, children from non-English speaking backgrounds and children who have an additional need.

At our Centre, Educators and management endorse the concept of a multicultural and anti-bias curriculum and believe that children are encouraged to explore areas of bias in an environment that offers diversity.

At Ironside OSHC we believe it is important to plan programs and create learning environments which support an anti-bias approach. Great care is taken to ensure all children feel they have the right to participate, by ensuring children of both genders have equal access to all the activities and equipment provided. The use of multicultural, non-gender bias, equipment also reinforces our anti-bias approach. Our programs are further supported by the respect, acceptance and co-operation modeled to the children by the educators.

### RELEVANT LAWS & OTHER PROVISIONS

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

### **PROCEDURES**

We believe an inclusive program has benefits for children who have an additional need and to all children with-in the groups. The children will learn acceptance of difference and acquire an understanding of disabilities and abilities. The inclusion of special needs children fosters a caring community and responds to the rights of all children.

- Educators will provide opportunities to help children gain an understanding of the diversity in children and families
- Consideration will always be given to the following
  - a) Cultural beliefs
  - b) Religious beliefs and family backgrounds
  - c) Jehovah witness
  - d) Same sex relationships
  - e) Single parent families
  - f) Children with English as a second language
  - g) Children with additional needs
  - h) Child rearing practices

- Educators will endeavor to include all children throughout the program and no child will be isolated due to their beliefs. Alternative activities will be provided for any child that cannot participate in the mainstream activity
- Where possible the program will be modified to ensure group participation and individual interactions whilst ensuring that Educators are sensitive and attentive to all children.
- Educators will provide children with a variety of experiences from a range of social, cultural, linguistic and ability backgrounds
- Educators where possible will obtain and use resources that reflect the diversity of children, families and the community.
- Educators will encourage children to recognise discrimination and prejudice and will model appropriate ways to challenge any discrimination or prejudice against them.
- Educators ensure that their language and daily practices are inclusive and non-discriminatory.
- Educators endeavor to provide an environment for experimenting broad learning which allows children to discover differences and similarities in clear ways
- All Educators will have the opportunity to develop their understanding of areas they may not fully understand to seek support or advice i.e.: multicultural services e.g., interpreters, support workers for children with additional needs
- Diverse dietary requirements are catered for within the Centre menu.
- We will provide a program and environment that is free from bias. For the program to promote to children the importance of showing acceptance of different and diverse cultural practices by developing children's knowledge of the customs, and celebrations of cultural groups.
- Encourage all children to participate in the program, equally by ensuring children of both genders have equal access to all the activities and equipment provided.
- As educators we will promote the development of social skills and attitudes, through co-operation and participation.
- Find out about the cultural identity of each child and encourage children to learn about other cultures as well as their own. An anti-bias approach provides opportunity for children to enhance their own self-esteem, cultural identity and their awareness, concern and respect for others.
- Be aware of the expectations that cultures may have in relation to the care and education of their child. Parents can offer a multitude of information in cultural beliefs and values and should share this knowledge with the staff.
- At all times we will consider the cultural and linguistic backgrounds of all the children in the program, food taboos and likes and dislikes when preparing activities with food
- Be aware of interpretations of body language which may vary across cultures
- Integrate multicultural materials into the aspects of the program Involving parents where possible through storytelling, dancing, singing, play a musical instrument, cooking and helping with the maintenance and development of children's home language.
- Show an interest in other cultures including those represented in the group. Whether they are children from other cultural backgrounds it is immaterial to the introduction of a multicultural program as all children need to come to terms with and understand the society in which they live. In Australia our society is multi-ethnic with many cultures represented.
- Pronounce and spell children's names correctly.
- Find out which festivals are important to children in the group.
- Use resources from the children and families use the centre's books, posters and other resources within the program along with website that can offer cultural activities to incorporate into our program.

## Inclusion of Children with Additional Needs Policy 2.11

POLICY GROUP: CHILDREN	FORMULATED: 2018  COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: INCLUSION OF CHILDREN WITH ADDITIONAL NEEDS POLICY 2.11	REVIEWED: 2020  REVISED: 2020

Ironside OSHC in collaboration with Ironside State School is a service that includes and encourages children of all gender, race and ability to be united in their approach together against discrimination. Children of all individual needs will be respected, and their needs and abilities will be accommodated for as far as possible. We aim to instill inclusion regardless of gender, race, creed, abilities or social background, including those from Indigenous backgrounds, children from non-English speaking backgrounds and children who have an additional need.

Our aims are to ensure that children with additional needs are integrated into the Centre in such a way as to ensure minimal distress to the child. Educators will be briefed on the needs of each child with additional needs and as far as possible these needs will be met whilst the safety and well-being of other children in the Centre are not adversely affected in anyway.

### RELEVANT LAWS & OTHER PROVISIONS

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
  - *Disability Discrimination Act 1999*
- *Inclusion and Professional Support Program Guidelines (2009-2012)*
- *NQS Area: 1.1, 1.2; 2.1.1, 2.1.2; 2.2; 2.3.1, 2.3.2; 3.1.3, 3.2; 4.1; 4.2.1; 5.1; 5.2; 6.1; 6.2; 6.3; 7.1.1, 7.1.2; 7.2.1, 7.2.3; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: Respect for Children, Educator Ratios, Inclusion and Anti-bias, Children's Toileting, Access, Enrolment, Communicating with Families.*

### **PROCEDURES**

- Educators will provide an environment that consistently values diversity
- Educators actively encourage all children to have positive attitudes to the different backgrounds of others,
- Children will be encouraged to interact with and accept children with additional needs. Educators will role model appropriate interactions. Resources that reflect the diversity of the children, families and the community will be made available to children and families
- Educators will monitor their interactions with children for bias or prejudice and will assess the program, materials and equipment for evidence of discrimination, gender and other bias.
- Management will where possible offer training in the area of inclusion, anti-bias and prejudice to all Educators.
- Where possible and if required, an appropriate health professional or therapist is to be engaged to address / in-service all the Centre Educators on the needs and handling techniques necessary prior to the child's commencement.
- The Coordinator in consultation with parent and Educators will discuss whether an ISS worker is required to assist child to be integrated into the program.
- The Centre will apply for funding of ISS educators
- The Centre will fund additional ISS training as required
- The Centre's Behaviour Management Policy also applies to children with additional needs.
- Educators will familiarise themselves with the plans for inclusion of children with additional needs.
- Any individual plans that are developed for children with additional needs, will be regularly assessed to

- ensure outcomes are being met.
- An activity will be modified to include a child with additional needs as required
- At Ironside OSHC we strive to integrate children with special needs into our programs. These may include children with the following:
  - Hearing impairment,
  - Visual impairment,
  - Learning disability,
  - Physical disability
  - Challenging behaviours - non Diagnosed
  - Challenging behaviours - Diagnosed
  - Gifted ability
- We believe an inclusive program has benefits for children who have an additional need and to all children with-in the groups. The children will learn acceptance of difference and acquire an understanding of disabilities and abilities. The inclusion of special needs children fosters a caring community and responds to the rights of all children.
- We understand that some children may only cope with smaller session of care time frames, we are able to implement that into the service program and accommodate these children for set times depending on their ability to self-regulate throughout the day accordingly.
- As a service we will work with the families in incorporating a program that is effective and appropriate for all children they may require inclusion.
- As a service we encourage the incorporation of inclusion amongst all children, no child is to disadvantage due to a diagnosed disability or a physical disability.
- Families are expected to work with Educators in incorporating behaviour management techniques and inclusion techniques. No child is to be segregated or isolated in the form of a 1:1 ratio due to a diagnosis. All children are to be included within the activities presented.
- Families are encouraged to seek help or further assistance if a Coordinator has approached them regarding concerns with displayed behavior's that may point to a diagnosis.
- If families refuse to seek advice from a recognised medical practioner and a child displays continued behavioural concerns the child may be excluded from the program.

## Anti-Bullying Policy 2.12

POLICY GROUP: CHILDREN	FORMULATED: 2018  COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: ANTI-BULLYING POLICY 2.12	REVIEWED: 2020  REVISED: 2020

The safety and well-being of the children is of paramount importance. As a school community, we regard bullying as a major incident.

Bullying is the ongoing, intentional, hurtful and controlling behaviour that creates destructive conflict for everyone involved. At Ironside OSHC we aim to enforce anti bullying procedures, thus ensuring all children, staff and families feel safe and secure in their environment. This includes but is not limited to physical, emotional, racial, sexual and social bullying (including cyber bullying).

We achieve this by implementing realistic and child focused rules/limits. These rules are in place for the welfare, safety, comfort and harmony of children and staff. We provide a happy and fun atmosphere in order for all children to grow and develop in a relaxed and secure learning environment. Bullying of any kind is unacceptable at Ironside OSHC

It is our policy that continued unacceptable bullying or aggressive behaviour from a child attending OSHC, causing physical or emotional harm or distress to any child or Educator, will lose their placement for the benefit and wellbeing of all in attendance at the Centre.

Prior consultation with the parent / guardian addressing positive behaviour management guidelines, techniques and strategies would have been exhausted.

### RELEVANT LAWS & OTHER PROVISIONS

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
  - Child Protection Act 1999 and Child Protection Regulations 2000
  - Commission for Children and Young People and Child Guardian Act 2000
- *NQS Area: 1.1.5, 1.1.6; 2.1.1; 2.3.1, 2.3.2, 2.3.4; 4.2.1; 5.1.3, 5.2; 6.1.1, 6.1.3; 6.2.1, 6.2.2; 6.3.2, 7.1.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
  - Policies: Respect for Children, Behaviour Support and Management, Observational Recording, Communication with Families, Complaints Handling.

### **PROCEDURES**

#### **CHILDREN**

The children, Educators and families will be actively involved in promoting the services Anti-bullying Policy.

- We will not accept clientele being violent towards others as a form of power.
- Educators will encourage children to follow the centres high five rules.
- Educators will encourage children to follow the list of acceptance statements
  - a) We don't all have to be the same
  - b) We don't all have to act the same
  - c) We don't all have to talk the same
  - d) We don't all believe in the same things
  - e) We have a right to be ourselves
  - f) We like it that people are different
  - g) We know that our differences make us interesting and unique

- h) We do our best to solve problems peacefully
  - i) We speak up if we see others being treated unfairly
  - j) We treat each other the way we would like to be treated
  - k) We treat each other with respect
- 
- Children are encouraged to help set the rules/limits, such as room rules and outside rules and rules for acceptable behavior.
  - We have involved children and parents in the anti-bullying process.
  - Educators will role model appropriate behaviour and always intervene if bullying is occurring.
  - We will encourage children to find acceptable ways to resolve disputes such as the Centre's high five procedure.
  - We will encourage children to follow the Centre's High Five Visual.
  - No parent should feel intimidated or bullied by any Educators or members within the service.
  - All parents regardless of race, religion or cultural background will be recognised as members of the service.
  - No parent will be bullied by another parent whilst on the centre grounds.
  - No child will be bullied by a parent of another child whilst on the Centre grounds.
  - No parent will be degraded or spoken to in a manner that is not appropriate.
  - No parent will be spoken to regarding their child, in the view of other clientele or Educators.
  - All parents with grievances in relation to bullying will be asked to place grievance in writing for the Coordinator to address with the Educators.
  - Remember you are your child's most important teacher and role model.
  - Anyone in breach of this policy will be directed to the Behaviour Management Policy.

## **EDUCATORS**

- No Educator should feel bullied by another Educator or an employer whilst employed at Ironside OSHC.
- No Educator will be spoken to in a derogatory manner by a parent or another Educator or employer.
- No Educator will be isolated by other Educators.
- All Educators deserve the same respect; no Educator will be discussed in relation to a concern or complaint near other Educators or clientele.
- Educators are to be effective role models for the children and to guide children with positive re-enforcement.
- Educators to be approachable and to teach the children empathy for each other and to understand what bullying is and that it is unacceptable.
- Educators to observe, monitor and record the child's behaviour while respectfully and sensitively gathering information from the parents hopefully revealing some facts as to why the child is behaving in an unacceptable way.
- Coordinator or Responsible Person will privately consult with the parents about the concerns and suggest to the parent that we work together for a positive, behavioural technique and plan that is suitable for home and can be followed through while the child is attending the centre. The educational Leader with the program Coordinator and the Assistant Coordinator will develop a behaviour management plan detailing specific strategies that staff will put into practice immediately.
- Educators will implement the high 5 policy and encourage the children to follow the following guidelines:
  - a) IGNORE
  - b) TALK FRIENDLY
  - c) WALK AWAY
  - d) TALK FIRMLY
  - e) TELL THE TEACHER (REPORT)



## Use of Photographic and Video Images of Children Policy 2.13

POLICY GROUP: CHILDREN	FORMULATED: 2018  COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: USE OF PHOTOGRAPHIC AND VIDEO IMAGES OF CHILDREN POLICY 2.13	REVIEWED: 2020  REVISED: 2020

Ironside OSHC encourages the appropriate use of photographic and video images of children attending the service to support and promote their involvement in relevant programs and activities.

### RELEVANT LAWS & OTHER PROVISIONS

- *Commission for Children, Young People and Child Guardian Act 2000*
- *NQS Area: 1.1.4; 4.2.1; 5.2.3; 6.1.1, 6.1.2; 6.2.1; 7.1.2; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: Respect for Children, Program and Documentation Evaluation, Observational Recording, Enrolment, Information Handling (Privacy and Confidentiality), Information Technology.*

### **PROCEDURES**

- Parents shall be required to authorise on relevant enrolment forms and documentation that images of their children be taken and used by the service. Images may be used on such media as Facebook, ipads and cameras
- Such permission shall explicitly include local community and in-service activities and events.
- Parents shall be asked for special permission to be granted for photographs taken which are intended to be used for promotional purposes and which may be viewed by persons outside of the local community in which the service resides
- Employees of Ironside OSHC shall only be permitted to photograph children on personal mobiles with the understanding that all pictures are to be emailed to the Centre, then deleted from educator's phones. Otherwise photos are to be taken using equipment owned solely by the OSHC service. Processing of photographs shall be conducted at professional photographic laboratories or within the service using the printing equipment available.
- No photos of the Centre or photos of Educators or children from the Centre are to be used on facebook or any other internet website unless for service promotion. Permission for this must be given from all parties in the photo, unless families have agreed by joining the facebook website and not emailing the service informing them otherwise..

# Reporting Guidelines and Directions for Handling Disclosure and Suspicions of Harm Policy 2.14

POLICY GROUP: CHILDREN	FORMULATED: 2018  COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: REPORTING GUIDELINES AND DIRECTIONS FOR HANDLING DISCLOSURES AND SUSPICIONS OF HARM POLICY 2.14	REVIEWED: 2020  REVISED: 2020

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

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

Harm may be categorised in the following types:

- Physical abuse, for example, beating, shaking, burning, biting, causing bruise or fractures by inappropriate discipline, giving children alcohol, drugs or inappropriate medication;
- Emotional or psychological abuse, for example, constant yelling, insults, swearing, criticism, bullying, not giving children positive support and encouragement;
- Neglect, for example, not giving children sufficient food, clothing, enough sleep, hygiene, medical care, leaving children alone or children missing school; and
- Sexual abuse or exploitation, for example, sexual jokes or touching and exposing children to pornography.

## RELEVANT LAWS & OTHER PROVISIONS

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
  - Commission for Children and Young People and Child Guardian Act 2000
  - Commission for Children and Young People Amendment Regulation (No 1) 2006
  - NQS Area: 2.3.4; 4.2.1; 5.2.3; 6.2.2; 6.3.1; 7.1.1, 7.1.2, 7.1.5; 7.3.
  - Policies; Respect for Children, Reporting of Child Abuse, Anti-bullying, Observational Recording, Employee Orientation and Induction, Communication with Families, Complaints Handling.

## **PROCEDURES**

- Management will ensure that educators receive appropriate child protection training on a yearly basis and regular updates on child protection matters.
- Management will ensure that educators receive information and support on how to handle situations where information is disclosed to them by a child or by a member of the child's family or other person.
- Management will ensure that educators have access to centres policy and be knowledgeable about how to respond appropriately
- For Educators - If you have suspicions that a child is being abused, the following procedures should be followed:
  - Obtain a copy of your organisation's internal policy and be knowledgeable about how to respond appropriately;

- Be alert to any warning signs that may indicate the child is being abused;
- Observe the child and make written notes as soon as you begin to have concerns. Pay attention to body cues such as changes in the child's behaviour, ideas, feelings and the words they use;
- Have gentle, non-judgmental discussions with the child. Expressing your concern that the child looks sad or unwell can result in disclosures. Do not pressure the child to respond and do not ask leading questions that put words into a child's mouth
- At no time do you promise a child you will not disclose the information you have been told
- Assure the child they can come and talk to you when they need to, and listen carefully to a child when he/she does;
- Promptly advise the Coordinator of your concerns. If Coordinator is absent contact her/him immediately

**All Educators have an obligation to report suspicion of harm of a child. It is a mandatory requirement and Educators may report directly to the Department of Child safety without first informing members of the management committee**

If an Educator reports suspicion of harm to the Coordinator, Coordinator or Executive Member of Management, then that person may take the required action:

- Ensure that the disclosure/suspicion of harm is documented by the educator involved as soon as possible;
- Report to the Department of Child Safety, Queensland Police Services and/or the Office for Early Childhood Education and Care to formally lodge the disclosure using the appropriate reporting mechanisms;

The Department of Child Safety may be contacted by any member of staff to obtain professional advice regarding reporting the disclosure. However if in a childcare service the application for suspicion of harm should be done via the on line portal.

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

## Managing Duty of Care Non-Attending Children Policy 2.15

POLICY GROUP: CHILDREN	FORMULATED: 2018  COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: MANAGING DUTY OF CARE NON-ATTENDING CHILDREN POLICY 2.15	REVIEWED: 2020  REVISED: 2020

The service recognises that on the rare occasion, children not enrolled into Ironside OSHC or booked in for a session may seek assistance from the OSHC educators or management. For whatever reason the children seek assistance from the OSHC to ensure their safety and wellbeing, the OSHC employees shall always be required to observe both their duty of care and statutory obligations to the best of their knowledge and capacity. This policy is recommended as guidance in making appropriate decisions which are in the best interests of preserving the safety and well-being of all children.

### RELEVANT LAWS & OTHER PROVISIONS

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 2.3.2, 2.3.3; 6.1.3; 6.3.2; 7.3.2, 7.3.5.*
  - Policies: Educator Ratios, Arrivals and Departures of Children, Enrolment, Communication with Families.

### **PROCEDURES**

- The service shall endeavour to establish a mutually beneficial relationship coexistent policy with Ironside State School to ensure that the duty of care is upheld by all parties involved. To this extent the service will:

#### **For children not enrolled at OSHC;**

- Follow school procedure by sending children to the office if they are not enrolled into OSHC.
- Communicate with the office by telephone or in person that the child has been referred to the office for collection by parents or guardians.
- If the school office is unattended the Coordinator shall observe the following procedure when observing their duty of care for children in the OSHC service:
  - Ensure the children are safe and secure but not participating in the licensed activities of the service;
  - Make reasonable attempts to call parents or authorised persons (including the School Principal or Administration) known to the child;
  - Call the police for support when a reasonable time has passed without any notification.

#### **For children enrolled at Ironside OSHC but not booked in for the session;**

- Make reasonable attempts to call parents or authorised persons; If such person is contacted permission is sought for child to remain at the Service. If no contact is made the child will be kept at the service whilst attempts to contact parents are made.
- Ensure strict adherence to ratios and other legislative guidelines.
- Advise the school office that the child is at the Centre and that attempts have been made to contact the parent/caregiver.
- If the school office is unattended the Coordinator shall observe the above procedure when recording children as attending the service.

## Enrolments / Bookings and Cancellations Policy 2.16

POLICY GROUP: CHILDREN	FORMULATED: 2018 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: ENROLMENTS / BOOKINGS AND CANCELLATIONS POLICY 2.16	REVIEWED: 2020 REVISED: 2020

The service management seeks to implement processes to ensure that Ironside OSHC operates efficiently and effectively and that future planning considerations for the service are met through maintaining appropriate records and procedures for children's bookings and cancellations. This will ensure future needs of the service can be assessed through the maintenance of appropriate waiting lists and or availability of places. The service will ensure that the service waiting list will continue to be updated on a regular basis and that the priority of care schedule is followed accordingly.

### RELEVANT LAWS & OTHER PROVISIONS

- *Child Care Service Handbook 2019*
- *NQS Area: 4.1; 6.1.1, 6.1.3; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: Educator Ratios, Arrivals and Departures of Children, Excursions, Enrolment, Communication with Families, Fees.*

### PROCEDURES

#### Before and After School Care

When bookings are made by parents for children to attend the service, it shall be required that:

- The priority of access requirements is followed.
- A completed enrolment form is received for that child prior to their attendance at the service.
- Parents are made aware of the service policies and procedures and have been provided with appropriate information in respect of the booking processes.
- Appropriate Educators shall be trained in the taking and management of bookings and these shall be recorded on appropriate forms and lists.
- All fees associated with permanent bookings, should the child not attend care due to illness or for any other reason such as appointments etc, shall be required to be paid in full. There is no cancellation of permanent bookings in advance with the expectation of non-payment of the fee. Centrelink rebates will apply in accordance with allowable and approved absence provisions.
- Casual bookings shall **ONLY** be available to families where the service has approved places available.
- The service shall comply with reporting of bookings requirements as described by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR).
- Bookings are required by all families who seek to use the service on a permanent or casual basis.
- All bookings will continue to roll over each year unless you cancel care via email, your child moves schools, or your care has been cancelled due to not following the fee payment policy.

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

- from a parent/authorised person.
- In writing via email or on the parent Xplor portal
- If a message is received via the child, the parent/guardian will be contacted to confirm the change of arrangements.
- If you wish to change your permanent booking to additional day's you may be required to go on the centre waiting list.

- If you are offered a position when on the waiting list and you decline this offer, you will automatically forfeit the position and be moved to the bottom of the waiting list.

## **Vacation Care**

In addition to the above, Vacation Care and Pupil Free Day bookings shall:

- Be completed on an appropriate booking form distributed with the program.
- Cancellation of bookings for vacation care must be made with 14 working days' notice or a fee, equal to the fee for that session will be charged.
- Cancellations for vacation care excursions must be made with 14 working days' notice or a fee, equal to the fee for that session will be charged and any money paid for the excursion will be forfeited.
- Cancellations on the day of the excursion will be charged the full fee for the session and the full excursion cost.

## **Allowable Absences**

- Cancellations that attract the prescribed fee for that session will be counted towards the family's Allowable Absences for the year, as per the current Child Care Service Handbook.
- Cancellations that attract the prescribed fee for that session, that are over and above the yearly Allowable Absences, will require specific documentation as per the current Child Care Service Handbook. Failure to provide the required documentation will result in the full fee for that session being charged to the family's account.

## **Holidays**

- All families will be entitled to 2 weeks half price fees per year for holidays. These are outside the centres usual Vacation Care program. Holiday absences must be taken in blocks of 1 week or 2 weeks of the child's usual attendance. All half price fees are to be applied for via email outlining the days your child will be away and at least 2 weeks' notice of holiday leave must be given.

## **Temporary Absence / Holiday Cover**

- If you have a permanent booking and your child falls ill or is absent from BSC or ASC for any reason we may be able to fill their place with a casual booking.
- If a casual booking option is available on the day you will not be charged the usual fee. Your booking would be replaced by that of a casual booking for that day, only if possible.
- The same rule will apply for holiday leave. If we can fill your permanent spot with a casual booking during your holiday leave requirements, then you will not be required to pay your half price fees.
- If casual positions from other families are not required during this time frame, then your half fees will still apply.

## **Cancellation of Care**

- Your child's care may be cancelled if your fees are not up to date.
- All fees are to be paid by the end of every week's care or each fortnight with at least 1 weeks payment being in advance.
- The Coordinator has the right to cancel care effective immediately if you have not complied with the services policy in regard to payment.
- The Coordinator can cancel care if a payment plan has been put into place and this has not been adhered to accordingly
- The Coordinator may cancel care if your payments are continually late or you have received several notices requesting payment.
- If your care is cancelled and you then pay your fees in full, you will then be required to go onto the centres waiting list to be accepted back into the program.

## Children's Property and Belongings Policy 2.17

POLICY GROUP: CHILDREN	FORMULATED: 2018  COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: CHILDRENS PROPERTY AND BELONGINGS POLICY 2.17	REVIEWED: 2020  REVISED: 2020

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

### RELEVANT LAWS & OTHER PROVISIONS

- *Duty of Care*
- *NQS Area: 1.2.1; 6.1.1,*
- *Policies: Respect for Children, Inclusion and Anti-bias, Excursions, Enrolment, Communication with Families.*

### PROCEDURES

- The family shall be responsible for providing the child with appropriate belongings and property required for active participation in the service. Such property may include (but is not limited to):
  - Footwear;
  - Clothing;
  - Hats;
  - Bags and Lunch boxes.
- All personal property and belongings shall be clearly named or labelled.
- The service shall inform the family through relevant newsletters and publications such as our service Vacation Care program of appropriate personal belongings required at the service.
- The service shall not take responsibility for any of the children's personal property or belongings, but will endeavour to:
  - Actively encourage children to care for their belongings.
  - Remind children appropriately when belongings need to be placed in storage e.g. Lunch box into bag;
  - Provide suitable storage to keep safe (at parent/family or child request) any item of personal belonging which is either special, expensive or at risk of being damaged.
  - Throughout special program times i.e. Vacation Care or Pupil Free days, the children may (on occasion) can bring with them personal belongings other than day to day necessities e.g. games, toys and electronic devices. This shall be done solely at the discretion and responsibility of the family. No responsibility shall be taken whatsoever for any items brought to the service which become lost or damaged.
- Ironside OSHC shall provide appropriate storage for lost property which shall be available to children and families always.
- Any grievances or concerns relating to lost, damaged or stolen property of the children shall be documented and followed up, in accordance with the grievance and complaints procedure.

## Supervision of Children Policy 2.18

POLICY GROUP: CHILDREN	FORMULATED: 2018  COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: SUPERVISION OF CHILDREN POLICY 2.18	REVIEWED: 2020  REVISED: 2020

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

Supervision means “knowing and accounting for the whereabouts and activities of children in care at all times.” This ensures immediate intervention of educators to safeguard a child from risk of harm.

Supervision is provided by Ironside OSHC educators during the service operating hours and once children are signed into the program. Educators are no longer responsible for children once they have been signed out by a parent/ caregiver. If a child is still on the Centre premises and observed displaying inappropriate behaviour whilst in the care of parents, then the educator may still apply the service behaviour management guidelines.

Supervision of children by OSHC educators is not provided in the OSHC carpark or in area within school grounds that is outside our licensed areas.

All educators must ensure they provide adequate supervision of all children. Supervision entails all children (individuals and groups) in all areas of the service, being in sight and/or hearing of an educator at all times including during toileting and transition routines.

Adequate supervision refers to constant, active and diligent supervision of every child at the service. Adequate supervision requires that educators are always in a position to observe each child, respond to individual needs, and immediately intervene if necessary. Variables affecting supervision levels include:

### RELEVANT LAWS & OTHER PROVISIONS

- *Education and Care Services National Law Act 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Child Protection Act 1999 and Regulations 2000*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 1.1.5, 1.1.6, 2.3, 4.1, 4.2.1, 5.1.1, 5.2, 6.3.3, 7.1.2, 7.3.5*
- *Policies: Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children From Harm, Protection of Children, Educator Ratios, Arrivals and Departures of Children, Behavioural Support and Management, Inclusion of Children with Additional needs, Anti Bullying Policy, Reporting Guidelines and directions for handling disclosures and suspicions of harm, Managing Duty of Care- Non attending children,*

### **PROCEDURES**

All educators must ensure they provide adequate supervision of all children. Supervision entails all children (individuals and groups) in all areas of the service, being in sight and/or hearing of an educator at all times including during toileting and transition routines.



Adequate supervision refers to constant, active and diligent supervision of every child at the service. Adequate supervision requires that educators are always in a position to observe each child, respond to individual needs, and immediately intervene if necessary.

Variables affecting supervision levels include:

- number, age and abilities of children
- number and positioning of educators
- current activity of each child
- areas in which the children are engaged in an activity (visibility and accessibility)
- developmental profile of each child and of the group of children
- experience, knowledge and skill of each educator
- need for educators to move between areas (effective communication strategies).

Key points when supervising:

1. Listen beyond your immediate position (do not just rely on sight)
2. What can you hear whilst supervising?
3. Having peripheral vision
4. Know what is happening behind you
5. Consider where is the best place to position yourself to see majority of the group (not having your back to the majority)

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

➤ To ensure the safety and wellbeing of children and educators, there will be sufficient educators on the premises whilst children are in care. At least one educator will be a delegated responsible person for the service

➤ The service is committed to ensuring that children are supervised always, therefore programmed activities, must meet supervision requirements. The Coordinator or responsible person in charge will ensure consideration is given to the design and arrangement of the indoor and outdoor environments to ensure they support active and effective supervision by educators.

➤ Whilst supervisors may carry mobile phones to take photos for programs, they may not use them for personal calls or messaging whilst supervising children.

➤ Children will be actively supervised whilst accessing toilet facilities. Children will be required to inform an educator that they need to access the toilet and educators will use appropriate communication methods to monitor children accessing toilets. The Coordinator/ Ass Coordinator/ responsible person in charge will ensure that educators receive regular instruction in effective supervision techniques including:

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

➤ Regular head counts will be performed and communicate via walkie talkie

➤ The number of supervising educators for activities will be determined by the Coordinator and will be based on

- The type of activity (eg excursion, swimming); and
- The age and capabilities of the children undertaking the activity; and
- The area where the activity will be conducted; and
- The experience and skill of educators supervising.

## Children's Media Viewing Policy 2.19

POLICY GROUP: CHILDREN	FORMULATED: 2018  COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: CHILDREN'S MEDIA VIEWING POLICY 2.19	REVIEWED: 2020  REVISED: 2020

The Service recognises and acknowledges that technology and media viewing form part of a varied and balanced program, relevant to the needs and interests of children attending OSHC. Therefore, this policy aims to establish guidelines for children's media viewing whilst in care. To ensure that our service, staff or clients are not compromised on a social networking website.

### RELEVANT LAWS & OTHER PROVISIONS

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Family and Child Act 2014
- Child Protection Act 1999 and Child Protection Regulations 2000
- Copyright Act 1968
- 'My Time, Our Place' Framework for School Age Care in Australia
- Duty of Care
- NQS Area: 1.1.1; 1.1.2; 1.1.3; 1.1.5; 1.1.6; 2.3.1; 2.3.2; 4.2.1; 5.1.3; 5.2.1; 6.1.2; 6.2.1; 7.3.5
- Policies: Protection of Children from Harm, Children's Property and Belongings, Educational Program Policy, Provision of Equipment and Resources, Communication with Families

### PROCEDURES

Social media can be defined as an electronic communications method that allows people to socialise or communicate on mass. Examples of social media systems but not limited to are Facebook, Instagram, snapchat and Twitter. We take the view that social networking is for personal use only and should not be accessed while a staff member is working other than work related requirements.

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

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

### Service Responsibilities

- All staff are to read and implement the social media policy and procedure
- Any staff member who can access a social networking site via their mobile phones are not to do so during their shifts unless it is a requirement of your position
- Employees should be aware that social networking websites are not a private means of communication but can be accessed by the public, therefore, it is important not to share private information about service clients or other staff members on social networking websites.
- No information about what happens at the service, should be posted on a social networking website, nor should any photos taken at the centre, or on an excursion, be posted to a social networking site using your own digital device unless authorised by management or to be used for centres social media pages.

- To ensure compliance with Copyright Laws, the service will ensure that only original media is used and no copied dvd's or cd's are used.
- The Service will ensure that children's media viewing is incorporated as part of a varied and balanced program designed to enhance children's learning and experiences while at OSHC
- The Service will ensure that all material viewed by children is age appropriate and consistent with the Australian Film and Literature Classifications:
  - (G)- the content is **very mild** in impact and is for general viewing.
  - (PG)- the content is **mild** in impact; however, films and computer games may contain content that a parent or caregiver might need to explain to younger as it may be confusing or upsetting for them.

### **Educator responsibilities**

- Educators will ensure that all material viewed by children is age appropriate and rated G or PG, whether it is provided by the Service or brought from a child's home
- Educators will encourage children to only bring videos, dvd's, games or music that are suitable for OSHC.
- If a staff member is found to have published on a social media page other than the services private OSHC page the following:
  - photos of a child or children enrolled at the centre
  - comments or published documents about the service or its staff mentioning names
  - information about any family or child in our care. The service will immediately conduct an investigation and if the employee is found to have acted in contravention of this policy, employment will be terminated.
- Should you do so, the staff member will face an inquiry into the situation by the management team and any involved party and depending on the severity of the situation face possible termination of employment.
- Should harassment of any kind take place on a social networking site, such as, but not limited to, sexual or verbal harassment, staff members will face an inquiry into their actions and depending on the severity of the situation face possible termination of employment.
- Should any person related to the service harass a staff member via a social networking website, the management team will conduct an inquiry into their actions and depending on the severity of the situation face possible termination of employment.
- Should any person break the law on a social networking website, such as, but not limited to, defamation, the service will contact the police and other relevant authorities

### **Family responsibilities**

- Parents/ Guardians will ensure that all videos, DVD's, games or music brought to the Service by their children are consistent with this policy and the Australian Film and Literature Classifications (G) or (PG).

## Children's Transition to OSHC Policy 2.20

POLICY GROUP: CHILDREN	FORMULATED: 2020 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: CHILDREN'S TRANSITION TO OSHC POLICY 2.20	REVIEWED: 2020 REVISED: 2020

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

### RELEVANT LAWS & OTHER PROVISIONS

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Family and Child Act 2014
- Child Protection Act 1999 and Child Protection Regulations 2000
- Duty of Care
- NQS Areas: 1.1.2,1.1.3,1.1.5,1.1.6,2.1.1,3.1.3, 3.2.1, 5.1,5.2, 6.1,6.2,6.3,7.2.1,7.3.5
- Policies: Respect for Children, Arrivals and Departures of Children, Behavioural Support and Management, Inclusion of Children with Additional Needs, 2.16-Bookings and Cancellations, Educational programs, Medication policy, Sun Safe and water Policy, Anaphylaxis, Asthma and Medical Conditions Management, Children's Toileting, Food and Nutrition, Access Policy, Enrolment Policy, Complaints Handling, Court Orders

### **Procedures:**

The Service will endeavor to establish links with the school and wider community to build relationships with prospective families and children.

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

- Full name and preferred name, if relevant;
- Any health care needs, allergies or relevant medical conditions;
- Any special physical, emotional, dietary, religious, cultural or other needs or considerations relating to the child; and
- The child's likes, dislikes or phobias.

Families are required to submit all relevant information to the service to enable a smooth transition for the child in care. Any family that fails to inform the service of a child's diagnosed disorder or behavioral diagnosis's may be declined from the service for not supplying all relevant information to enable a positive experience for the child in question.

As part of the enrolment process and enrolment pack will be provided to families. The enrolment pack will include the Service's family handbook and parent related policies.

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

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

- Respectfully acknowledge each child and their parent/guardian on arrival, endeavoring to make them feel welcome;
- Introduce them to other Educators and children;
- Familiarise them with the service routines such as meal times, hand washing and moving off to activities;

- Clearly explain the Service and group rules and behavior expectations; and
  - Facilitate the child's involvement in group experiences to support them in forming new friendships
- When escorted to their classrooms, prep children starting care, will be supported by educators to follow classroom expectations such as unpacking bags and lining up per the classroom teacher's expectations.

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

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

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