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| POLICY GROUP: SERVICE PHILOSOPHY STATEMENT | FORMULATED: 2019COMPILED BY: EDUCATORS, PARENTS & MANAGEMENT |
| TITLE: PHILOSOPHY POLICY 1.1 | REVIEWED: 2020REVISED: 2020 |

Ironside OSHC is a nondiscriminatory service. It is accepting of people of all races, religions, cultures, abilities, impairments, gender and sexual orientation. As such we encourage inclusion and all educators model inclusive behaviour to the children in care. All aspects of the Service are guided by the National Quality Framework and it is at the core of the development of our practices and principles. This statement of philosophy provides the foundation for all activities, policies and procedures for Ironside OSHC.

The Educators of Ironside OSHC aim to provide an environment where children feel safe, secure and have a deep sense of belonging. Ironside OSHC promotes anti bullying behaviours and we encourage an inclusive environment in which all children are confident and engaged in all aspects of the service. They and their families are strongly encouraged to be active participants in the on- going improvement and implementation of programs and projects within the service. We believe each child has the right to be an active member of the community and to express their opinions along with having their views considered regarding decisions that may affect them.

 Each child and family are recognised as being unique and their cultures, ideas and traditions are greatly valued. Through collaboration with families, and in partnership with the school, positive relationships are developed and maintained. This allows ongoing communication and information sharing which leads to joint planning and common objectives so that children are provided with the best opportunities and experiences for their development. Diversity is embraced by our Educators and as such is reflected in our programs, children are treated equitably so that individual needs are met. Ironside OSHC supports the United Nations Convention on The Rights of the Child. Its philosophies are upheld in the principles and practices of the Service.

Through play, investigation, art and craft and leisure activities children are encouraged to extend themselves within their comfort zone and to succeed regardless of their abilities. Educators believe all children have abilities and innate curiosity. Our Educators foster these qualities along with children’s independence and initiative thereby nurturing children’s agency and leadership skills.

Children are involved in developing and maintaining practices of sustainability through ongoing discussions and activities. Our aim is to establish goals and practices that will reduce waste, minimise consumption and protect natural habitats. As a service we will encourage children and families to become advocates for a sustainable future.

Our Educators recognise that there is room for their own personal growth and self-improvement and thus reflective practice is on-going. Through this self-evaluation and continual update of professional knowledge Educators remain informed of current theories, philosophies and practices. This encourages the on-going cycle of review which enables current practices to be examined, outcomes reviewed, and new ideas generated. This culminates in a quality program, quality care and a quality service.

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| POLICY GROUP: SERVICE GOALS | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: GOALS POLICY 1.2 | REVIEWED: 2024REVISED: 2024 |

Ironside OSHC policies goals are all about creating a positive and enriching environment for the children. Our service aims to ensure the safety and well-being of the children while they’re in OSHC care. Our service’s goals are based on the ‘My Time Our Place’ framework for children and young people. Our goals are promoting inclusivity, fostering positive social interactions, and supporting children’s learning and development. Ultimately, our OSHC goals are to provide a fun, engaging and nurturing experience for every child.

***RELEVANT LAWS & OTHER PROVISIONS***

* Education and Care Services National Law Act, 2010 and Regulations 2011
* NQS Area
* My time our Place Framework for School Age Care

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| Outcome 1: Children have a strong sense of identity * Children feel safe, secure, and supported
* Children develop their autonomy, inter-dependence, resilience and sense of agency
* Children develop knowledgeable and confident self-identities
* Children learn to interact in relation to others with care, empathy and respect

Outcome 2: Children are connected with and contribute to their world * Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
* Children respond to diversity with respect
* Children become aware of fairness
* Children become socially responsible and show respect for the environment

Outcome 3: Children have a strong sense of wellbeing * Children become strong in their social and emotional wellbeing
* Children take increasing responsibility for their own health and physical wellbeing

Outcome 4: Children are confident and involved learners * Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
* Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating
* Children transfer and adapt what they have learned from one context to another
* Children resource their own learning through connecting with people, place, technologies and natural and processed materials

Outcome 5: Children are effective communicators * Children interact verbally and non-verbally with others for a range of purposes
* Children engage with a range of texts and gain meaning from these texts
* Children collaborate with others, express ideas and make meaning using a range of media and communication technologies
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| POLICY GROUP: CHILDREN | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: RESPECT FOR CHILDREN POLICY 2.1 | REVIEWED: 2023REVISED: 2023 |

The children and young people, and their well-being, health and safety, are the focus of the service. Children and young people are to be treated by Educators always as unique and valued individuals with respect & dignity. Showing interest in and respect for the children and young people 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 and young people, 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
* *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).

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| POLICY GROUP: CHILDREN | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: INTERACTION WITH CHILDREN POLICY 2.2 | REVIEWED: 2023REVISED: 2023 |

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 Director, 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.

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| POLICY GROUP: CHILDREN | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: PROTECTION OF CHILDREN POLICY 2.3 | REVIEWED: 2023REVISED: 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.
* Director 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

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| POLICY GROUP: CHILDREN | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: EDUCATOR RATIOS 2.4 | REVIEWED: 2023REVISED: 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 for 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 Director.

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.

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| POLICY GROUP: CHILDREN | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: ARRIVALS & DEPARTURES POLICY 2.5 | REVIEWED: 2023REVISED: 2023 |

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,

***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 Director 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.
* Children are **NOT** able to attend After school care, if they were absent from school on this day.

**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 Director 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 1st 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 approximately 8.50am and are able to walk to their meeting area.
* Prep children will be walked to their classrooms by an Educator. Educators will wait outside 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. The service closes at 6pm each evening and failure to collect your child by this time will result in fines in accordance with the centre fee policy along with the possibility of cancelation of care.

* Children from child's class will be asked about child's whereabouts whilst Receptionist/Management 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, Management 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.
* Staff are informed of the duty of care regarding our children when travelling between schools and OSHC settings.
* The service rosters an activities person to maintain responsibility of children moving between the school setting and the OSHC setting when they traveling always ensuring the safe arrival of children to and from the service.
* The service has a safe arrivals and departures risk assessment enabling all educators to be aware and understand the risks involved regarding the departure, arrival and transporting of children between the service and extra curricular activities within the school grounds or when leaving school at 3pm.
* 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.
* If any parent is to show disregard for these requirements and is late on more than 3 occasions per year their enrolment will be cancelled. Parents will be notified via letter which will outline the occasions that the parent has not followed the service opening or closing time requirements.
* Late Arrivals to ASC: Only permitted for those families that are at medical appointments and return no later than 3:30pm or unless approved by the Director.
* Parents and guardians are not permitted to drop children off after 3:00pm if their child/children have not attended school.

**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 Director 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 Director will be notified immediately. The Director 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 Director 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.

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| POLICY GROUP: CHILDREN | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: REPORTING OF CHILD ABUSE POLICY 2.6 | REVIEWED: 2023REVISED: 2020 |

***\*no additional comment added to this policy as of 15/04/23\****

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***

* Director 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 Director 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 Director 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.

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| POLICY GROUP: CHILDREN | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: BEHAVIOURAL SUPPORT & MANAGEMENT POLICY 2.7 | REVIEWED: 2024REVISED: 2024 |

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 regard to the needs of individual children.
* Understanding and following the Centre rules
* Remember 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 chiIdren 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 center equipment.
* Rules are to be negotiated and revised with children where and when appropriate.

**ALL CHILDREN:**

**MINOR BEHAVIOURAL ISSUES:**

Minor behavioural issues include and are not limited to: Ignoring educators’ instructions, being in an out of bounds area, Verbal misconduct, physical misconduct, and property misconduct.

**PROCEDURE:**

* *The child will be reminded of the STAR expectations.*
* *If the behaviour continues, they will receive a yellow (minor) behaviour slip*
* *This is then reported to the management team, and they will inform Parents/caregivers via Kangaroo Time*
* *If the unwanted behaviour continues, after the yellow slip is given this can result in further consequences given by Educators’ supervising and or Management*

**MAJOR BEHAVIOUR ISSUES:**

A major Behaviour slip issues may include: Physical misconduct with intent, Threatening behaviour, damage to equipment, exiting the service unaccompanied, verbal abuse directed at an individual, and repeated non-compliance. Deliberately, disregarding the Outside School Hours Care rules and expectations.

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

* *Clearly define and communicate the expected behaviour to all participants.*
* *Establish a system of consequences for inappropriate behaviour, such as warning, orange slips, loss of privileges.*
* *Consistently enforce the consequences and follow through with them.*
* *Communicate with parents and caregivers about any major behaviour issues and involve them in finding a solution.*
* *Provide support and guidance to help children understand and improve their behaviour.*

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

* *Clearly define and communicate the expected behaviour to all participated, emphasizing the importance of respect and positive interactions.*
* *Establish a behaviour management plan that includes strategies for addressing severe behaviour issues.*
* *Ensure staff members can de-escalate challenging behaviours, ensuring they have necessary skills and knowledge.*
* *Implement consistent consequences for severe behaviours such as: internal suspension, community service*
* *, reflection room to self-regulate, external suspension.*
* *Maintain open and regular communication with parents and care givers, keeping them informed.*
* *Provide additional support for educators to ensure they are actively supervising to avoid such behaviour.*
* *Provide support to the children, ensuring progress while enrolled in OSHC.*

**INTERNAL SUSPENSION:**

Internal suspension is at the discretion of the Director or the supervisor for the afternoon. 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 Director or the Responsible Person on duty believes that the severity of the behaviour has warranted an immediate internal suspension. The internal suspension length of time will be at the Directors discretion. The Director will aim to give the parents 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 Director 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.*
* *Director 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 Director prior to resuming care. Child may not return until returning interview has taken place.*

**EXCLUSION FROM SERVICE:**

Exclusion form the service is at the discretion of the P&C Executive committee in consultation with the centre Director. 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 hospitilastion.
* 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

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| POLICY GROUP: CHILDREN | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: EXCLUSION FOR BEHAVIOURAL REASONS POLICY 2.8 | REVIEWED: 2023REVISED:2020 |

***\*no additional comments made as of 15/04/23\****

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 Directors 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 Director will converse with parents and committee to come to some resolution. If permission is granted in writing by the parent, the Director, 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 Director. 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 hospitilastion.
* 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

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| POLICY GROUP: CHILDREN | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: BEHAVIOUR MANAGEMENT OF CHILDREN WHILST ON CENTRE GROUNDS AND IN THE CARE OF PARENTS POLICY 2.9 | REVIEWED: 2023REVISED: 2020 |

***\*No additional comments or suggestions as of 11/07/23\****

Ironside 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 Director for contact numbers.
* The Director has a duty of care obligation under the Child Care Act, to ask any parent to leave the premises if the Director 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 Director or Coordinator or Supervisor 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.

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| POLICY GROUP: CHILDREN | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: ANTI-BIAS AND INCLUSION POLICY 2.10 | REVIEWED: 2023REVISED: 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
1. Cultural beliefs
2. Religious beliefs and family backgrounds
3. Jehovah witness
4. Same sex relationships
5. Single parent families
6. Children with English as a second language
7. Children with additional needs
8. 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

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| POLICY GROUP: CHILDREN | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: INCLUSION OF CHILDREN WITH ADDITIONAL NEEDS POLICY 2.11 | REVIEWED: 2023REVISED: 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 back-grounds, 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 Director 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 Director 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.

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| POLICY GROUP: CHILDREN | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: ANTI-BULLYING POLICY 2.12 | REVIEWED: 2020REVISED: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
1. We don't all have to be the same
2. We don't all have to act the same
3. We don't all have to talk the same
4. We don't all believe in the same things
5. We have a right to be ourselves
6. We like it that people are different
7. We know that our differences make us interesting and unique
8. We do our best to solve problems peacefully
9. We speak up if we see others being treated unfairly
10. We treat each other the way we would like to be treated
11. 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 Director 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 respectively and sensitively gathering information from the parents hopefully revealing some facts as to why the child is behaving in an unacceptable way.
* Director 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 Director and the Assistant Director 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:
1. IGNORE
2. TALK FRIENDLY
3. WALK AWAY
4. TALK FIRMLY
5. TELL THE TEACHER (REPORT)

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| POLICY GROUP: CHILDREN | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: USE OF PHOTOGRAPHIC AND VIDEO IMAGES OF CHILDREN POLICY 2.13 | REVIEWED: 2023REVISED: 2020  |

\*No additional comment as of 26/04/2023

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..

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| POLICY GROUP: CHILDREN | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: Reporting Guidelines and directions for handling disclosures and suspicions of harm policy 2.14 | REVIEWED: 2020REVISED: 2023 |

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***

***National Quality Framework***

*•* ***Education and Care Services National Law:*** *o s.167 Offence relating to protection of children from harm and hazards*

*•* ***Education and Care Services National Regulations:*** *o R.84 Awareness of child protection law*

*o R.85 Incident, injury, trauma and illness policies and procedures*

*o R.86 Notification to parents of incident, injury, trauma and illness*

*o R.87 Incident, injury, trauma and illness record*

*o R.168 Education and care service must have policies and procedures*

*o R.170 Policies and procedures to be followed*

*o R.171 Policies and procedures to be kept available*

*o R.172 Notification of change to policies or procedures*

*o R.173 Prescribed information to be displayed*

*o R.174 Time to notify certain circumstances to Regulatory Authority*

*o R.174A Prescribed information to accompany notice*

*o R.181 Confidentiality of records kept by approved provider*

*o R.183 Storage of records and other documents*

*•* ***National Quality Standard:*** *o QA2 – Children’s health and safety*

*o QA7 – Governance and leadership*

***Additional Regulatory Context and Guidance***

*• National Principles for Child Safe Organisations*

*• Volume 10, Children with harmful sexual behaviours of the Royal Commission into Institutional Reponses to Child Sexual Abuse*

**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 Director of your concerns. If Director 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 Director, Director 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 CONCERNS OF HARMFUL SEXUAL BEHAVIOURS***

The service is committed to ensuring a child-safe environment that acts to ensure children attending OSHC are safeguarded from harm. In doing so, the service’s policies draw upon the National Principles of Child Safe Organisations, recognising our role and obligation to addressing risks of harmful sexual behaviours.

The term ‘harmful sexual behaviours’ refers a range of behaviours that are outside the expected range of sexual behaviour for a child or young person’s level of development. Harmful sexual behaviours include but are not limited to—

• acts that problematic to a child’s own development (compulsive masturbation or inappropriate nudity),

• violations of privacy,

• exposure to sexual materials, or

• forced or coercive sexual acts (such as sexual assault).

These behaviours are very serious as they can cause significant harm to other children. They can also be indicator of a child or young person having been harmed themselves and may place the child displaying such behaviours at risk of sexual exploitation.

The purpose of this policy is to complement adjacent policy and recognise the unique response required for children displaying problematic or harmful sexual behaviours. The procedures contained set out—

• how the service increases the knowledge of educators and stakeholders to better identify behaviours, and

• clear steps to be taken in response to concerns around a child’s behaviours.

The Approved Provider will ensure the service has suitable resources and materials available to support the Nominated Supervisor to guide the understanding of harmful sexual behaviours. While primarily instruction is provided to educators, material will be made available to parents and other relevant stakeholders.

The Nominated Supervisor (or the Responsible Person in their absence) will take the lead in listening to and actioning a response to allegations of harmful sexual behaviours. The service’s representatives will liaise with parents, and if needed, other professionals to ensure children are protects and are supported to access suitable assessments or interventions.

Education and Prevention

**Initial Instruction**

Consistent with the procedures set out in Child Protection and Mandatory Reporting, all educators/staff will receive instruction around identifying child abuse, including child sexual abuse, upon commencement.

**Further Training and Resources**

Initial training and instruction is complemented by a range of additional learning materials to promote a robust understanding of harmful sexual behaviours, including—

• Online learning modules or webinars.

• Contemporary guidelines and information papers from reputable sources.

Due to the collective nature of additional training, these sessions and resources are typically made available at periodic points throughout the year in a planned approach to professional development. Where circumstances suggest further training or support is required, the service will priorities the availability of these.

At a minimum, contact details for True (https://www.true.org.au/), as the organisation with the most relevant expertise to this context, will be maintained as an initial avenue for information and support. This is complemented by the service’s leadership team collating any other relevant local community supports, primarily to parents, should interventions or therapeutic support be required.

**Effective Supervision**

The service’s environment and embedded practices support educator’s knowledge to address the risks of children being exposed to harmful sexual behaviours. The service continues to critically reflect on opportunities to increase the integrity of supervision to ensure children are cared for in a safe and supportive environment.

Responding to Concerns of Harmful Sexual Behaviours

While every effort is taken to reduce the likelihood of a child being exposed to harmful sexual behaviours, the service remains open to the possibility that it may occur and treats any concerns very seriously.

QCAN Required OSHC Policy Examples 184

**Identified by the Service**

1. Where an educator becomes aware of an instance of harmful sexual behaviour possible occurring at the service, they will follow the steps set out in Example 2.9 Incidents, Illness, Injury, and Trauma to— a. redirect any children,

b. offer support as needed, and

c. document the events.

2. Relevant parents will be notified of the incident at the earliest convenience (but within 24 hours). Likewise, depending on the seriousness, notification to the Regulatory Authority may also be submitted.

3. In holding concerns of harmful sexual behaviour, the Nominated Supervisor (or if timeline requires, Responsible Person) will consider the service’s capacity to maintain the safety of children. Should the service reasonably believe children’s safety or wellbeing may be risked, the child’s enrolment will be suspended, pending further guidance, management action and planning.

4. Should any service representatives believe the child is need of protection, the steps set out in Example 2.12 Child Protection and Mandatory Reporting will be followed.

**Complaint of Harmful Sexual Behaviours**

Consistent with the Example 6.3 Feedback and Complaints policy, both children and parents can raise their concerns with a representative of the service at any time. All representatives of the service (Nominated Supervisor, educators etc.) will treat any concerns or complaints seriously – taking the appropriate action—

1. While the Nominated Supervisor is the preferred contact, upon receiving relevant concerns or complaints relating to harmful sexual behaviours (as defined in this policy), educators or other representatives, should immediately inform the Nominated Supervisor (or in their absence, the Responsible Person).

2. Details of relevant behaviours and incidents will be documented by the service, using the Complaints Record.

3. The Nominated Supervisor (or Responsible Person) will notify a representative of the Approved Provider at the earliest convenience to develop a response plan, including the person(s) responsible for specific tasks and will be based on the information available to— a. Ensure the safety of children of the service.

b. Comply with notification and/or reporting requirements.

c. Collect relevant information to assess the veracity of the complaint.

4. Should information indicate the safety or wellbeing of children attending the service be risk and is beyond the capacity of the service to ensure protection, the service may decide to suspend the relevant child’s enrolment, pending further guidance, management action (including an investigation) and planning.

5. Parents of the child alleged to have displayed harmful sexual behaviours will be notified of the details of the concerns/complaint and offered relevant contacts for community support. Should the service believe the child is need of protection, the steps set out in Child Protection and Mandatory Reporting will be followed.

6. Once relevant information and guidance has been collated and established, the Approved Provider, in collaboration with the Nominated Supervisor will determine the appropriate outcome to provide care that safeguards all children attending the service, this may include but is not limited to the development of behaviour/care plans.

16. All documentation, communication and reports will be stored confidentially, as set out in the Privacy and Confidentiality of Records policy - via a password protected system.

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| POLICY GROUP: CHILDREN | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: MANAGING DUTY OF CARE NON-ATTENDING CHILDREN POLICY 2.15 | REVIEWED: 2023REVISED: 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 Director 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 Director shall observe the above procedure when recording children as attending the service:

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| POLICY GROUP: CHILDREN | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: ENROLMENTS / BOOKINGS AND CANCELLATIONS POLICY 2.16 | REVIEWED: 2023REVISED: 2020 |

*\*no additional comments as of 28/04/2023*

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, shall be required to be paid in full. Centre link 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 absence from BSC or ASC for any reason we maybe 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.

**Cancelation 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 Director has the right to cancel care effective immediately if you have not complied with the services policy in regard to payment.
* The Director can cancel care if a payment plan has been put into place and this has not been adhered to accordingly
* The Director 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.

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| POLICY GROUP: CHILDREN | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: CHILDRENS PROPERTY AND BELONGINGS POLICY 2.17 | REVIEWED: 2023REVISED: 2023 |

\*No additional comments as of 12/07/23

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) bring items from home that are relevant for the planned activities for the day (Teddy ber picnics.) 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 during Vacation care, during the schools terms the lost property is taken to the school large lost property at the end of each day.
* Any grievances or concerns relating to lost, damaged or stolen property of the children shall be documented and followed up, in accordance with the grievance and complaints procedure.

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| POLICY GROUP: CHILDREN | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: SUPERVISION OF CHILDREN POLICY 2.18 | REVIEWED: 2023REVISED: 2022 |

\*No additional comments as if 12/4/23

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 off 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 Director 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 Director/ Ass Director/ 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 Director 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.

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| POLICY GROUP: CHILDREN | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: SAFE ON LINE ENVIRONMENTS FOR CHILDREN POLICY 2.19 | REVIEWED: 2023REVISED: 2023 |

This policy outlines OSHC’s commitment to protect children and their welfare in online environments. As a service, we recognise the increasing use of digital platforms for learning and communication and develop practices that create security in an online environment, where children—

• Are guarded from harm and exploitation.

• Have their reputation, data and privacy protected.

• Are not exposed to inappropriate content.

Guided by the Best Practice Framework for Online Safety Education and eSafety Early Years program for educators published by the eSafety Commissioner. The service’s policy aims to balance the dignity and affordance of using digital devices, and in a manner that still safeguards child’s wellbeing and interests. The service’s procedures will continue to be assessed and improved. We aim to continue collaboration with children (and families) to empower their participation around the design and development of our protocols for safely using devices at OSHC.

This policy applies to all children, staff, volunteers, and parents connected to OSHC and covers all online activities, digital communications, and use of online learning platforms. The nature of technology means there are many opportunities for online environments to intersect with the service cross at several junctures and stakeholders including—

• Access to technology and the internet at OSHC.

• Taking photos and videos.

• Social media use by the community, including educators.

The service’s policy sets out clear and explicit expectations for the community to use and interact online in a manner that maintains the safety and wellbeing of children. Anyone acting in a manner incompatible with our commitment to the safety and wellbeing of children may be exposed to disciplinary action relevant to the circumstance.

***RELEVANT LAWS & OTHER PROVISIONS***

***National Quality Framework***

*•* ***Education and Care Services National Law:*** *o s.167 Offence relating to protection of children from harm and hazards*

*•* ***Education and Care Services National Regulations:*** *o R.85 Incident, injury, trauma and illness policies and procedures*

*o R.86 Notification to parents of incident, injury, trauma and illness*

*o R.168 Education and care service must have policies and procedures*

*o R.170 Policies and procedures to be followed*

*o R.171 Policies and procedures to be kept available*

*o R.174A Prescribed information to accompany notice*

*o R.175 Prescribed information to be notified to Regulatory Authority*

*•* ***National Quality Standard:*** *o QA2 – Children’s health and safety*

*o QA4 – Staffing arrangements*

*o QA5 – Relationships with children*

*o QA6 – Collaborative partnerships with families and communities.*

***Additional Regulatory Context and Guidance***

*• Working with Children (Risk Management and Screening) Act 2000 (Qld)*

*• Criminal Code Act 1899 (Qld)*

*• Online Safety Act 2021 (Cth)*

*• eSafety Commissioner - Best Practice Framework for Online Safety Education*

*• eSafety Commissioner - eSafety Early Years program for educators*

**PROCEDURES**

**Children**

1. Any children using devices – connected to the internet or not - must be properly supervised in an open environment. Educators must be able to easily view screens at any moment.

2. Any access to the internet must be approved and is only made available when filtering and/or monitoring systems are be enabled and only for homework or research purposes16.

3. In upholding our commitment to health and physical activity, access to devices (i.e. screen-time) will be limited - a. BSC or ASC sessions - devices are only be used for homework or other research activities.

b. Vacation Care sessions - some restricted leisure time is made available (but excludes access to the internet), with times set out in the program.

4. Where devices and media are made available these are to only contain content that is appropriate for children, using government classifications (G and PG-rated) as the guiding principle.

5. Children are not to take photos or videos of other children on their personal devices.

16 Unless a service has suitable equipment to restrict content (or they might have access to a school-operated network), then they should consider if any access is suitable.

**Educators**

1. Sufficient and suitable equipment is available for educators to complete relevant tasks, such as programming and documentation.

2. Educators are not to use personal devices for any documents or material that may contain the personal information of children and families, this includes— a. Taking pictures on phones.

b. Writing observation on personal devices.

c. Emailing/messaging parents from personal accounts.

3. To remove any doubt, personal devices may be used for work activities that do not store or save children and families personal information, for example— a. Attending a webinar.

b. Researching programming ideas.

c. Communicating staffing arrangements.

4. Where an educator believes additional equipment is needed, they should communicate this to the Nominated Supervisor.

Communication and Information Sharing with Families

**Child Care Software**

The service upholds requirements for privacy and data by using reputable childcare software to collect and store the substance of family’s personal and sensitive information (i.e. enrolment information). This system is password protected and allows parents to more easily access the information retained by the service.

**Email (or other Messaging)**

At times, communication with families will occur via email. Where the service’s representatives use email to communicate, must only occur on accounts owned and managed by the service.

**Social Media**

The service avoids publishing any personal or identifiable information (including photos and video) on its social media accounts (regardless of privacy settings). Any personal information is only posted in limited exceptions, and where authorisation has been provided in writing.

Where an educator becomes aware of a child being impacted or a risk of harm from an online setting (i.e. disclosure of cyber-bullying), then the service will inform the parent of this information at the earliest convenience.

Employee Social Media and Online Communication

**Responsibility**

All employees have a duty to uphold the reputation and interests of the service beyond the hours they are at work (see Code of Conduct). Educators have a responsibility to ensure their conduct is compatible with their employment obligations when using social media for personal use.

Communication and information sharing via social media or otherwise has the potential to harm either a child/family or the service’s reputation. Any instances of a child or their family’s privacy, reputation or safety being compromised will be treated very seriously. Employees engaging in this conduct will be subject to disciplinary action, up to and including termination.

**Boundaries for Online Communication and Interactions**

• There should not be any personal interaction with children of the service via social media, including being ‘friends’ or following accounts etc. If a child of the service attempts to interact with an education, they should—

not respond,

review their privacy settings, and notify the Nominated Supervisor who will communicate the service’s expectation with the family.

• The service name or identity cannot be mentioned in online posts or other online commentary, either directly or implied.

• Employees should not discuss or disclose work-related matters in any public forum.

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| POLICY GROUP: CHILDREN | FORMULATED: 2020COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: CHILDREN’S TRANSITION TO OSHC POLICY 2.20 | REVIEWED: 2023REVISED: 2020 |

\*No additional comments as of 17/04/23\*

 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;
* Familiiarise 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.

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| POLICY GROUP: CHILDREN | FORMULATED: 2023COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: CHILDRENS SLEEP & REST POLICY 2.21 | REVIEWED: 2023REVISED: 2023 |

Ironside OSHC promotes the welfare and comfort for children being educated and care for at its service by providing opportunities for sleep and rest with flexible arrangements and provisions. The age, developmental stage and the individual needs of each child will be highly regarded.

***RELEVANT LAWS & OTHER PROVISIONS***

* Education and Care Services National Law Act, 2010 Regulations 2011
* Education & Care services National Amended Regulations 2017
* 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: 1.1,2.1,2.2,3.1,3.2,4.2,6.1,7.1
* Policies: Respect for children, Behaviour Support & Management, Childrens Participation in decision making, Educational Program & design, General Health & Safety, Preventative Health & Wellbeing.

**Procedures:**

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

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

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

Groupings of children are configured to minimize the risk of overcrowding and promote calming experiences and positive interactions. Educators will be observant of children’s needs supporting them to communicate their need for comfort, sleep and rest.

Flexibility will be demonstrated in the program with opportunities for children to engage in sleep, quiet and/or downtime experiences as needed. A risk assessment on the processes and procedures will be conducted and updated every 12 months.

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| POLICY GROUP: PROGRAM | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: EDUCATIONAL PROGRAM POLICY 3.1 | REVIEWED: 2023REVISED:2020 |

Using an approved learning framework, the Educational Leader, in consultation and collaboration with educators, children and families, oversees the planning, designing and implementation of programs which cater for the diverse ages, developmental needs, skills, interests and abilities. The programs utilise a variety of resources and equipment to provide challenging and recreational activities. By providing opportunities for children, Ironside OSHC recognises the importance of play, relationships, collaborative decision making and respect for diversity.

Educational Program is designed to reflect the needs of the children in accordance with the Centre’s Philosophy and the My Time Our Place Learning Framework. The following Learning Outcomes will be incorporated into the observations and planning:

* National Quality Standard, Quality Area 1: Educational program and practice
* National Quality Standard, Quality Area 3: Physical environments
* National Quality Standard, Quality Area 5: Relationships with children
* My Time, Our Place

***RELEVANT LAWS & OTHER PROVISIONS***

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* ‘My Time, Our Place’ Framework for School Age Care
* NQS Area: 1.1.1, 1.1.2, 1.1.3, 1.1.5, 1.1.6; 1.2; 2.1.2, 2.1.3; 2.2; 3.1.1, 3.1.3; 3.2; 3.3; 4.1.1; 5.1.2, 5.1.3; 5.2.1, 5.2.3; 6.1.2, 6.1.3; 6.2.1; 6.3.2, 6.3.3, 6.3.4; 7.1.2, 7.1.4, 7.2.1, 7.2.3.
* *Policies: Including Children with Special/Additional Needs, Educators Practice, Physical Activity, Creative and Expressive Arts, Role and Expectations of Educators, Educational Leader.*

***PROCEDURES***

* A suitably qualified and experienced educator will be identified as the Educational Leader for the service. The Educational Leader is responsible for ensuring that a written program/ plan is prepared for each aspect of the Service.
* This program/ plan will be on display for all stakeholders.
* The Educational Leader shall monitor staff in the planning, development and implementation of programs and experiences for the children consistent with this Policy and which:
* Demonstrate that the five learning outcomes provide a focus for the activities and experiences planned for individuals and groups of children
* Take a holistic view of children’s learning, focusing on their physical, personal, social, emotional and spiritual wellbeing
* Include a variety of activities and experiences that promote effective hygiene practices, good nutrition and healthy lifestyles
* Include activities which would normally be a part of the children’s home culture (this is particularly relevant during Vacation Care where excursions become an important part of the program)
* Demonstrate flexibility in program delivery by incorporating children’s ideas, culture and interests to ensure the experiences are relevant and engaging. Learning stories, observations and conversations are used in the formation of the programs
* Promote the children’s sense of belonging, connectedness, and wellbeing by taking an interest in the individual needs, interests, diversity, views, and abilities of the children
* Provide a variety of indoor and outdoor experiences, open ended resources, natural elements, and materials suited to the age, developmental ranges and diversity of all children attending the Service
* Provide appropriate opportunities for children as individuals and small groups to follow and extend their interests
* Provide appropriate opportunities for children to participate in physical play, accepting and acknowledging each child’s level of participation according to their abilities and interest
* Provide appropriate opportunities for children to express themselves through creative and imaginative play, including elements of music, dance, drama, etc
* Provide appropriate opportunities for children to develop a range of life skills such as establishing and maintaining meaningful relationships, working collaboratively with others and self-regulating their own behaviour
* Takes account of necessary modification and enhancements identified through the Program and Documentation Evaluation Policy, as well as spontaneous child-initiated opportunities and moments of intentionality when required
* Provide appropriate opportunities for children to broaden their understanding of the world in which they live by reflecting the broad multicultural and multilingual nature of the local community and demonstrating a positive approach towards diversity and Australia’s Aboriginal and Torres Strait Islander heritage
* Encourage and provide appropriate opportunities for families to participate in shared decision making and give feedback about the program and their child’s learning
* The principle of equal opportunity will be applied in this Service’s program. Children, regardless of gender, cultural, racial, religious or other background, will be encouraged to participate in a wide range of activities.
* The Educational Leader is responsible, in consultation with educators, to continually recreate and adapt the indoor and outdoor environments to:
* Facilitate the inclusion of children with special needs;
* Respond to the developing abilities and interests of all children;
* Ensure that all children in a multi-age group have positive experiences.
* Encourage children to participate in decision making, with their ideas and opinions listened to and wherever possible, acted upon. This allows children to share ideas and question what happens at their service.
* Where possible, the programs allow and encourage children to complete projects they have commenced over several sessions.

The Educational Leader is responsible, in consultation with Educators, to ensure that the environment of the Service allows children a choice of being engaged in activities with others or withdrawing to quiet areas. Furthermore, the environment should cater for children’s respective physical abilities and any cultural barriers which may exist and otherwise respond to the needs of each child as far as reasonably possible. The service will follow the implemented planning cycle which outlines the following.

* Educators **Observe:** Gather information regarding children by way of conversations, observations, photos, activities. Thus enabling them to have a better understanding of the strengths and weaknesses of each child.
* Educators **Analysis & Reflect:** By analysing and reflecting on our observations we will be able to make adjustments within our care environment which will guide our program. However, we also want to promote a sense of agency within the children to make their own play-based choices and decisions.
* Educators **Plan / Program**: Programming is a necessity that enhances accountability and professionalism within a service. Educators can support children’s agency through intentional teaching by purposefully planning activities that encourage children to be active agents. Alternatively, Educators can trust that children are competent decision makers and able to make choices on what they will do and how they will do it.
* Educators **Implement:** Encouraging children to try new things at the same time valuing and showing respect for children’s autonomy and independence. Allowing children to assess and identify hazards while developing risk assessment strategies.
* Educators **Evaluate:** By evaluating and reflecting on programs we can influence the design of future programs. Collection of information enables the assessment and evaluation of planned or unplanned experiences. Ability to reflect on children’s learning and our own pedagogical practices.
* Children will have input into the weekly program and their ideas and suggestions will be considered when programming.
* Once programs are evaluated the educational leader will assess the previous weeks program and utilize extensions ideas along with children’s interests and input to format the following weeks program

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| POLICY GROUP: PROGRAM | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: PROGRAM EVALUATION POLICY 3.2 | REVIEWED: 2023REVISED: 2023 |

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

***RELEVANT LAWS & OTHER PROVISIONS***

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* ‘My Time, Our Place’ Framework for School Age Care
* *NQS Area: 1; 2.1.1, 2.1.2, 2.1.3; 2.2; 2.3.1; 3; 4.2.1, 4.2.2; 5.1.3; 5.2.1; 6.1; 6.2.1; 6.3.2, 6.3.3, 6.3.4; 7.1.2; 7.2.1, 7.2.3; 7.3.1, 7.3.5.*
* *Policies: Use of Photographic and Video Images of Children, Educational Program Planning, Educators Practice,– Observational Recording, Role and Expectations of Educators, Educational Leader, Communication with Families.*

***PROCEDURES***

* Educators are expected to collect feedback from children in regards to the planned programs. Educators are to incorporate children’s suggestions and or feedback into their weekly observation learning story to ensure the educational leader is aware of these and able to achieve the best play based learning while attending Before and After School care and Vacation care.
* Families are invited to make suggestions for the programs via email, facebook or other means of communication. Through written, electronic correspondence or verbal communication, parents can contact the Director at any time with any comments, complaints or suggestions relating to the programs provided by the Service.
* The Educational leader will review all programs weekly and provide feedback to the educators regarding the preparation, completion and evaluation of programs. Educators will be invited to comment on the effectiveness of the programs delivered by the service during that week and discuss with the educational leader ways in which programs should be modified or enhanced because of any feedback or experience encountered in the delivery of the program during that week.
* The Director will report to the executive and the community at P & C meetings about the evaluation of the Vacation Care program at the beginning of each term. Educators will evaluate the vacation care program daily.
* Considering all feedback received through these procedures, the Director will if necessary report in writing to the Management Committee every six months on the evaluation of the effectiveness of the Service programs and the ways in which they have been modified or enhanced thus.
* Educators will ensure that from each program evaluation, successful activities will be acknowledged and used for future extension activities.
* In seeking feedback from parents or Educators, the Director will treat all complaints relating to programs respectfully and in accordance with the Complaints Handling Policy and, where necessary, will take appropriate steps to seek to address genuine complaints quickly and effectively.
* Educational Leader is responsible for ensuring the programs are evaluated on a weekly bases and any learning outcomes that have been achieved are documented.
* Educational Leader will then review the weeks program and document any relative information regarding standards or elements according to the terms Focus Quality Area.

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| POLICY GROUP: PROGRAM | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: HOMEWORK POLICY 3.3 | REVIEWED: 2023REVISED: 2023 |

The Service will provide adequate time, quiet space and supervision by Educators to enable children to do their homework if they wish.

***RELEVANT LAWS & OTHER PROVISIONS***

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

***PROCEDURES***

* Educators will only aid the child with projects and homework to the extent possible
* Educators will not take responsibility for checking and finalising or signing- off on homework
* Educators will create and keep a homework list each day with the names of children who are to do homework that day if requested by parents.
* Educators can request child does homework at parents request however this cannot be enforced by Educators.
* Educators will ensure that children have a well-ventilated area with space and appropriate tools to complete homework if required.
* Educators will assist with homework where possible, however no –one on one time for homework will be available due to staff child ratios.
* Children may complete homework on personal devices with written permission via emails (contactus@ironsideoshc.org.au) to the center from parents/carers.

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| POLICY GROUP: PROGRAM | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: EXCURSION POLICY 3.4 | REVIEWED: 2023REVISED: 2020 |

This Service will include excursions as a valuable part of its overall program. Excursions will provide enjoyment, stimulation, challenge, new experiences and a meeting point between the Service and the wider community. Maximum safety precautions will be maintained, and parent permission will be obtained before a child is taken on an excursion. Children may not leave the premises without an Educator, nominated supervisor or authorised nominee. Staff to child ratios of 1:8 will be adhered to always. Excursions involving water will be staffed at the ratio of 1:5 at the discretion of the Director/ Co-ordinator.

***RELEVANT LAWS & OTHER PROVISIONS***

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* ‘*My Time, Our Place’ Framework for School Age Care*
* *Duty of Care*
* *NQS Area: 1.1; 1.2; 2.1.1, 2.1.2; 2.3.1, 2.3.2, 2.3.3; 4.1; 6.1.2; 7.1.1, 7.1.2, 7.2.1, 7.3.1, 7.3.2, 7.3.5.*
* *Policies: Educator Ratios, Educational Program Planning, Transport for Excursions, Escorting Children, Risk Management and Compliance.*

**PROCEDURES**

***PRIOR TO EXCURSION***

* Children's age, interests and abilities will be taken into consideration when planning excursions. Alternative arrangements will be made in case of changed weather conditions. Parents/guardians will be informed of any venue change.
* The Management Committee will approve all excursions.
* Parent permission forms detailing staff attending, dates, destination, method of transport, departure and return times and activities undertaken will be required by the Service to be signed and returned by a parent/guardian prior to every excursion. There will be no changes to the notified itinerary except in an emergency and to ensure the well-being and safety of the children.
* Risk assessments will be made readily available to parents
* Adequate steps need to be taken when selecting transport. (See Policy -Transport for Excursions).
* Educators will ensure that all children attending the excursion are prepared with appropriate clothing for the excursion as outlined on the permission form. In addition, they will ensure that children are equipped with adequate food, a hat and a bottle of water.
* Accounts will be charged a fee (as stated on the vacation care program) for the cost of the excursion.
* All children booked into Vacation Care for the days that excursions are being held, are expected to attend. Unless otherwise specified by the Director due to specific circumstances.
* Educators where possible will attend the excursion venue prior to the date to enable an appropriate risk assessment to be completed. (Not necessary if venue is regularly used by the service)

***DURING THE EXCURSION***

* The following items will be brought on all excursions and be readily accessible to Educators at all times-:
1. First aid kit.
2. Attendance record/roll
3. Centre mobile phone/ Educator mobiles
4. Risk Assessment
* Head counts will be made at regular intervals and when moving from one area to another.
* Educators will supervise children always. This includes in toilets and change rooms.
* Educators will satisfy themselves that the environment is safe for use before allowing the children access to it
* Children will not be left in the sole care and custody of bus drivers or any other persons during excursions; Educators ratio policies for the Service will continue to apply during excursions.
* In the event of injury occurring during an excursion, see Illness and Injury Policy.
* If a child or children misbehaves on any excursion the parent will either be called to collect child from excursion destination or be informed upon return to the Centre. The Director/ Assistant Directors in consultation will make the decision as to whether the child can attend any further excursions.
* All excursions fees are added to parent accounts and will be required to be paid per the Centre’s fee payment policy.
* At least 1 responsible person will be assigned to every excursion, along with an educator that has a current first aid and CPR qualification.

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| POLICY GROUP: PROGRAM | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: TRANSPORT FOR EXCURSIONS & PERMISSION FORM POLICY 3.5 | REVIEWED: 2023REVISED: 2023 |

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

***RELEVANT LAWS & OTHER PROVISIONS***

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *Duty of Care*
* *Transport Operations (Road Use Management) Act, 1995 (Qld)*
* *NQS Area: 1.1.5, 2.3.1, 2.3.2, 2.3.3; 4.1; 7.3.5.*
* *Policies: Educator Ratios, Excursions, Vehicle Restraint, Risk Management and Compliance.*

***PROCEDURES***

**Selecting Transport**

* All vehicles used must be registered in Queensland.
* Educators generally are not permitted to transport children, but if permitted in any circumstances, the requirements of paragraphs above apply in relation to the Educator and the transport used.
* In selecting transport, the Service will ensure that a communication system is available for use in the event of emergency. In most cases this will be Centre mobile or staff mobiles.
* The Service will use buses fitted with seat belts or where this is not possible, ensure that suitable safety precautions are taken.
* "C" Class vehicles will not be used to transport children except in an emergency
* Children will not be left in the sole care and custody of bus drivers or others; Educators ratio
policies for the Service will continue to apply during transportation.
* Vehicle breakdown/accident. The transport vehicle will have signage displayed which can be referred to in the event of breakdown or an accident. Signage will display the name of the service, a mobile contact number along with instructions of whom to contact in the emergency. This will be displayed in an area visible to all civilians.
* While waiting for replacement transport/repairs, children will be kept safe, comfortable and occupied with suitable activities
* In the event of a late return to the Service, every effort will be made to notify parents e.g. to arrange for a notice to be displayed at the Service or to contact parents.
* If a child miss behaves or causes disruptive behaviour whilst out on an excursion the Director will make the decision as to contact the parent / guardian to collect the child. The parent will still be required to pay fees for this day.
* Excursion fees are added to parent accounts and will incorporate transport fees which are required to be paid per the Centre’s fee payment policy.

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| POLICY GROUP: PROGRAM | FORMULATED: 2023COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: TRANSPORT OTHER THAN EXCURSION 3.5.1 | REVIEWED: 2023REVISED: 2023 |

The service does not provide or arrange transportation for children to or from the service. The service will only arrange transportation for the purpose of an excursion.

Any transportation arranged by a parent is not within the scope of this policy. To remove any doubt, OSHC recognises children are considered to be under the care of an education and care service at the point the service is taken to assume responsibility for their care and wellbeing. The National Law and National Regulations will then apply at this time. To ensure the Approved Provider can reasonably discharge their responsibilities and duties for the safety, health and wellbeing of all children, the service will only allow for transportation that is not arranged or coordinated in any part by the service.

***RELEVANT LAWS & OTHER PROVISIONS***

***National Quality Framework***

*•* ***Education and Care Services National Law:*** *o s.167 Offence relating to protection of children from harm and hazards*

*•* ***Education and Care Services National Regulations:***

*o R.102A Application of Division*

*o R.102B Transport risk assessment must be conducted before service transports child*

*o R.102C Conduct of risk assessment for transporting of children by the education and care service*

*o R.102D Authorisation for service to transport children*

*o R.102E Children embarking a means of transport—centre-based service*

*o R.102F Children disembarking a means of transport—centre-based service*

*o R.168 Education and care service must have policies and procedures*

*o R.168 Education and care service must have policies and procedures*

*o R.170 Policies and procedures to be followed*

*o R.171 Policies and procedures to be kept available*

*o R.175 Prescribed information to be notified to Regulatory Authority*

*o R.176 Time to notify certain information to Regulatory Authority*

*•* ***National Quality Standard, Quality Areas:*** *o QA2 – Children’s health and safety*

*o QA7 – Governance and leadership*

***Additional Regulatory Context and Guidance***

*• ACECQA - Safe transportation of Children Safety Checklist and regular transportation record*

*• ACECQA - Information sheet – Changes to regular transportation of children*

*• ACECQA - Information sheet - Guidance for adequate supervision during transportation*

***PROCEDURES***

Should the Approved Provider make changes to their policy for providing transportation other than for excursions (including arranging transportation), then the following will occur—

1. A change in policy to comply with Regulation 102A-102F, including: a. Development of risk assessment.

b. A process to obtain authorisation.

c. Procedures for embarking and disembarking the means of transport.

2. Notification to parents to the change in policy

3. Notification to the Regulatory Authority (within seven day) if there are changes to providing or arranging transportation.

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| POLICY GROUP: PROGRAM | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: SPECIAL EVENTS POLICY 3.6 | REVIEWED: 2020REVISED: 2020 |

We aim to host special events throughout the year and encourage family and friends to join with us to celebrate these occasions.

***RELEVANT LAWS & OTHER PROVISIONS***

* Education and Care Services National Law Act, 2010 and Regulations 2011
* NQS Area 6
* Policies
* There may be many special events that occur throughout the year including birthdays,

 Easter, Christmas, Mother’s Day, cultural and religious celebrations, family breakfasts.

Consideration will always be given to the following:

* Cultural beliefs
* Religious beliefs and family backgrounds
* Jehovah witness
* Dietary requirements
* Educators will endeavour to include all children throughout the program and no child will be isolated due to their beliefs
* Where possible the program will be modified to ensure group participation and individual interactions
* Educators will encourage parent participation and inform parents through emails, facebook page or notices display at the sign in area.
* Educators will only be responsible for the children booked in on this day and siblings are to be in the care of the parents.

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| POLICY GROUP: PROGAM | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: EXTRA CURRICULAR ACTIVITIES POLICY 3.7 | REVIEWED: 2023REVISED: 2020 |

*\*No further comments or suggestions as of June, 2023*

Ironside OSHC recognizes that extracurricular activities provide opportunities for children to engage in enriching extension programs which support their growth and development. Where possible, the service will work with local and wider community groups to support the provision of such activities within the legislative framework for OSHC.

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

***RELEVANT LAWS & OTHER PROVISIONS***

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *Duty of Care*
* *NQS Area: 1.1.2, 1.1.3, 1.1.5; 1.2.2; 2.3.1; 4.1; 6.1.1; 6.2.1; 6.3.2; 7.3.1, 7.3.4, 7.3.5.*
* *Policies: Educator Ratios, Arrivals and Departures Policy, Escorting Children, Communication with Families.*
* The family shall be responsible for informing the OSHC service of any extracurricular activities that the child/ren may be enrolled in whilst registered to attend the service.
* All families are required to complete the extra curricular activity permission form on the service website prior to the service allowing your child to attend.
* The Director or Co-ordinator shall discuss with the family if this is to have any impact on the service. Such discussion shall include whether the child will be signed out of care by the OSHC or the activity provider and who shall be responsible for collecting the child from the service.
* The service charges an extracurricular activity levy each Term for children to be taken and collected from activities. This fee is nonnegotiable and pays for the cost of an educator to be assigned to activities schedules each day.
* Suitable negotiations and arrangements shall be made to decide whether the service will be able to provide additional assistance to the family in having their request met. This may include educators being required to leave the school grounds to drop off or collect a child from activities.
* No child will be eligible to attend an extracurricular activity without the direct supervision of an educator to sign the child in and out of the service.
* Any child that leaves the school grounds for an extracurricular activity must be signed back in by an educator upon returning to the service or a parent / guardian must inform the service if the child will not return to the service on completion of the activity.
* In making an appropriate decision, the Director shall be required to consider:
* The accessibility and availability of Educators to fulfil such functions.
* Legislative implications for the service such as maintaining excursion ratios for movement outside of licensed space.
* Any financial implications or impacts on the service.
* Any negative impacts on other children attending the service who are not directly involved in the extracurricular activity.
* Manageability.
* The Director shall maintain the right to make an appropriate decision regarding possible arrangements.
* Permission forms can obtained from the centre website additionally we can print one for families to complete.
* Any child without a permission form will not be eligible to attend any external curricular activities unless permission has been given from parent over the phone to the Director and an email of consent has been sent whilst waiting for the correct permission form to be arranged.

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| POLICY GROUP: PROGRAM | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: CREATIVE AND EXPRESSIVE ARTS POLICY 3.8 | REVIEWED: 2023REVISED: 2020 |

Ironside OSHC aims to provide all children with appropriate, frequent, and varied opportunities to explore their creativity and expressive potential. Such activities engage children in fun and enjoyable recreational experiences.

***RELEVANT LAWS & OTHER PROVISIONS***

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

‘My Time, Our Place’ Framework for School Age Care

* *NQS Area: 1.1.1, 1.1.2, 1.1.4, 1.1.5, 1.1.6; 1.2.1, 1.2.2; 2.3.1, 2.3.2; 3; 4.1; 4.2.1; 6.3.3; 7.1.2, 7.2.1, 7.3.5.*
* *Policies: Respect for Children Educational Program Planning, Educators Practice, Provision of Resources and Equipment.*

***Procedures***

* The service shall encourage children to actively participate in a variety of creative and expressive experiences, which invite children to explore, discover and experiment
* All levels of ability and interest are catered for.
* Every child is provided with equal opportunity and choice to participate in an encouraging and supportive environment
* Gender, age, cultural and individual differences are considered when planning and implementing activities.
* The program includes a balance of planned experiences and those which are spontaneous, and child initiated
* Educators shall encourage children's efforts to express themselves creatively by providing a range of materials which extend children's creative interest and potential. This may include (but is not limited to) musical instruments, dress ups, props, art materials, building materials, puppets etc
* Educators will encourage children to help plan, set up and document their activities and experiences
* Children will be given sufficient time and space to engage in sustained or extended activities based on the interest and capabilities of the children.
* Educators will encourage children to express themselves creatively by introducing a variety of recycled craft materials

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| POLICY GROUP: PROGRAM | FORMULATED: 2012COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: EDUCATORS PRACTICE POLICY 3.9 | REVIEWED: 2023REVISED: 2023 |

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

***RELEVANT LAWS & OTHER PROVISIONS***

* Education and Care Services National Law Act, 2010 and Regulations 2011
* ‘My Time, Our Place’ Framework for School Age Care
* NQS Area: 1; 2; 3; 4; 5; 6.1.1, 6.1.2; 6.2.1; 6.3.1, 6.3.2, 6.3.4; 7.1.2, 7.1.4; 7.2.1, 7.2.2; 7.3.2, 7.3.4, 7.3.5.
* Policies: Including Children with Special/Additional Needs, Educational Program Planning, Physical Activity, Creative and Expressive Arts, Role and Expectations of Educators, Educational Leader, Employee Orientation and Induction.

***Procedures***

The service will strive to ensure that Educators Practices:

* Foster children’s and young peoples self-esteem and confidence by allowing them to investigate, imagine and explore ideas as well as experiencing pride and confidence in their achievements.
* Empower children and young people to make choices, guide their own play and extend their interests with enthusiasm, energy and commitment.
* Support children and young people to understand, self-regulate and manage their own emotions in a way that reflects and respects the feeling and needs of others.
* Promote children and young people’s sense of belonging, connectedness, and wellbeing through consistently positive and genuinely warm and nurturing interactions.
* Support children and young people’s communication through engaging them in a range of methods from sustained conversations about their ideas and experiences to providing opportunities for music, books etc;
* Respect the diversity of families within the community and allow opportunities for children to broaden their understanding of the world in which they live through the investigation of histories, cultures, languages, and traditions.
* Demonstrate flexibility in program delivery, incorporating children’s ideas, culture and interest to ensure experiences are relevant and engaging as well as being creative in the use of equipment and materials to stimulate children’s interest and curiosity.
* Support children and young people to explore different identities and points of view through play and everyday experiences, acknowledge each child’s uniqueness and are aware of, and responsive to, children who may require additional assistance to participate.
* Allow and assist children and young people to document their learning experiences using various methods such as photographs, journals and/or art and craft displays.
* Reflect on planning and implementation of activities in relation to the ‘My Time, Our Place’ Framework for School Age Care and their knowledge of the children and young people’s current learning and development through regular completion of activity observations, evaluations and/or learning stories.
* Support all aspects of children’s health, ensuring that their individual health and wellbeing requirements are met and supporting them to learn about healthy food, drink and lifestyle choices.
* Demonstrate a commitment to children’s health and safety through role modeling hygiene and sun safe practices, complying with service policies and procedures relating to the environment and/or equipment and supporting children to negotiate play spaces to ensure the safety and wellbeing of themselves and others;
* Support a balance of indoor, outdoor, planned and spontaneous physical activities and passive experiences for children by encouraging participation in new and/or unfamiliar activities and accepting the children’s level of involvement according to their skill and ability.
* Demonstrate a commitment to ensuring children are protected through compliance with service policies and procedures relating to the safety and/or collection of children in the care of the service.
* Demonstrate a commitment to regularly review and update knowledge and/or skills and practices in line with current professional standards and/or guidelines through the development and implementation of a professional development plan, in conjunction with the service Director, and in line with identified service needs;
* Support other educators to achieve the goals as outlined in the service philosophy and goals by sharing expertise, modeling best practice, providing feedback, and leading discussions at regular team meetings.
* Support families through creating an inclusive and welcoming environment where sharing of information about their child is encouraged, concerns are responded to in a prompt and courteous manner, suggestions and/or ideas for improvement are acknowledged and additional support agencies are accessed if required;

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| POLICY GROUP: PROGRAM | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: PHYSICAL ACTIVITY POLICY 3.10 | REVIEWED: 2023REVISED: 2020 |

Ironside OSHC aims to provide all children with appropriate, frequent opportunities for varied physical activity, focusing on enjoyment and participation, thereby encouraging positive physical activity habits in all children and young people.

***RELEVANT LAWS & OTHER PROVISIONS***

* Education and Care Services National Law Act, 2010 and Regulations 2011
* ‘My Time, Our Place’ Framework for School Age Care
* *Duty of Care*
* *NQS Area: 1.1.1, 1.1.2, 1.1.5, 1.1.6; 1.2; 2.1.1; n2.2.2; 2.3.1, 2.3.2; 3.1; 3.2; 4.1; 5.1; 5.2; 6.2.1, 6.3.3; 7.1.2; 7.2.1, 7.3.5.*
* *Policies: Protection of Children, Educator Ratios, Including Children with Special/Additional Needs, Educational Program Planning, Educator’s Practice, Sun Safety, Space and Facilities Requirement, Provision of Resources and Equipment, Educator Professional Development and Learning*
* When planning physical activity games and experiences, individual children’s needs, interests, ages, and capabilities will be taken into consideration
* Educators will set up the indoor/outdoor area in such a way as to:
* promote safe physical play for children of different age groups and capabilities.

* stimulate children’s interest and curiosity by being creative in their use of equipment and materials.
* Offer a range of challenges and experiences, inviting children to explore, discover and experiment.
* Facilitate the inclusion of children with special/additional needs.
* Support children to create their own games and experiences.
* Educators will encourage children to help plan and set up physical play activities and equipment.
* Educators will encourage children to play safely while negotiating indoor and/or outdoor play spaces to ensure the safety and wellbeing of themselves and others.
* Educators will encourage and provide appropriate support to children to participate in new or unfamiliar physical experiences.
* Educators will act as good role models by becoming actively involved in (either physically or by umpiring) children’s physical activities.

**Amount and types of Physical Activity**

* OSHC contributes to the recommended daily physical activity for children in accordance with the physical activity recommendations for 5-12 year old’s as published by the Australian Government Department of Health and Ageing**.**
* Children are actively encouraged to participate in a combination of moderate and vigorous physical activities every day, as part of play and games.
* To encourage children to play outdoors, television, computer and/or game consoles will be restricted to certain times of the day.
* The service will vary activity sessions to provide opportunities for children to participate in a variety of activities that are fun, suit their interests, skills and abilities and help to build their confidence.
* Educators may incorporate water-based play activities into the outdoor environment ensuring risk assessments have been conducted prior to implementation.

**Safe and supportive environments**

* Playgrounds, indoor and outdoor environments are checked regularly to ensure they are safe to use.
* All physical activity sessions will be adequately supervised by educators.
* In adverse weather conditions, outdoor playing time is substituted with equivalent indoor or under cover activities.
* Educators and children wear hats and apply a 50+ sunscreen on exposed skin at regular intervals when involved in outdoor activities
* On hot days, children will be encouraged to play in shaded areas wherever possible during outdoor play.
* Drinking water is readily available and educators will encourage children to remain well- hydrated.
* A well maintained first aid kit is on hand at each activity session.

**Equipment**

* A wide range of safe, adequate and appropriate equipment for physical activity is available for children and, there are a variety of facilities available for children to use.
* All play equipment is regularly maintained and cleaned with broken items identified and removed.
* Equipment provided is flexible enough to allow children to move resources and equipment inside and/or outside to extend their learning opportunities.

**Learning about physical activity**

* Educators discuss with children the importance of physical activity for health and wellbeing.
* Physical activity information and guidelines for parents is available at the sign-in area.
* There is allowance in the service budget for educators to attend training in relation to physical activity for children.
* Appropriate physical activity manuals and other resources are available at the service.

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| POLICY GROUP: PROGRAM | FORMULATED: 2012COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: OBSERVATIONAL RECORDING POLICY 3.11 | REVIEWED: 2023REVISED: 2020 |

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

***RELEVANT LAWS & OTHER PROVISIONS***

* Education and Care Services National Law Act, 2010 and Regulations 2011
* “My Time Our Place” Framework for School Age Care in Australia
* Privacy Act 1988 and Regulations 2013
* NQS Area: 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5; 1.2; 2.2.2, 2.3.4; 3.2,; 3.3.1; 4.2.1,; 5.2.2, 5.2.3;6.3.2; 7.1.2; 7.2.1, 7.2.3; 7.3.1, 7.3.5
* Policies: -Respect for Children, Reporting of Child Abuse, Behavioural Support and Management, Inclusion of Children with Special Needs, Use of Photographic and Video Images of Children, Educational Program Policy, Program Evaluation Policy, Roles and Expectations of Educators

***PROCEDURES***

* The service shall draw upon the ‘My Time, Our Place’ Framework for School Age Care in guiding practice and will use this framework as a foundation for observational recording.
* The service shall take a collaborative approach to the documenting of children’s participation in the program as educators work with children to document their experiences and learning through a variety of methods including:
* Photographs;
* Observational stories;
* Planned Activities
* Program evaluations
* Programming notes
* Educators may be required to complete observations/documentation regarding specific children’s needs, particularly in relation to children with identified additional needs and/or medical concerns.
* As part of the Service’s ongoing planning, reflection and evaluation processes, Educators will be required to document various aspects of children’s learning and experiences within the program to ensure the Service’s identified goals are met.
* If required Educators can document long records of observations, particularly in respect to behaviour incidents or issues relating to child protection matters.
* The records and observations, if appropriate, may be made available to families upon request but shall under no circumstances breach confidentiality or privacy of another child or family in the sharing of such information.
* Educators shall receive appropriate training and support to develop their observational recording skills.

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| POLICY GROUP: PROGRAM | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: ESCORTING CHILDREN POLICY 3.12 | REVIEWED: 2023REVISED: 2020 |

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

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

***RELEVANT LAWS & OTHER PROVISIONS***

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

##  Procedures

* The service will seek written permission from a parent/guardian (or authorised nominee) for any activity requiring their child/ren to be escorted to/from the OSHC premises, including for the purposes of excursions.
* If the excursion/outing is a regular one, written permission is only required to be obtained once per term.
* Parent/guardian permission shall be obtained prior to the planned excursion or activity. Information included as part of the parent permission will include, but not be limited to:
* Reason for excursion or planned activity;
* Date and description of planned activity;
* Method of transport and proposed travel times;
* Ratio of educators to the number of children attending.
* The service shall develop a risk assessment and implement a management plan to ensure the safety and wellbeing of all children and staff during excursions/escort periods. All educators will need to read and sign off on risk assessments prior to excursions or escorting of children.
* The service shall maintain an appropriate ratio for excursions and/or activities where children are required to be escorted to another area.
* Educator’s will utilise an appropriate roll marking system and will ensure that all children are accounted for during all stages of the excursion or escorting of children.
* The service shall ensure confidential storage and maintenance of parent/guardian permission relating to excursions and/or escorting of children.
* The serviced may also request a fee from families regarding escort to and from additional afterschool care activities if these tend to impact of educator ratios within an afternoon period.

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| POLICY GROUP: PROGRAM | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: SUSTAINABILITY POLICY 3.13 | REVIEWED: 2023REVISED: 2020 |

The Service is committed to ensuring policies and procedures developed as part of the program, and to understand their place in it and to take responsible action to preserve it. The Service is also committed to establishing and promoting sound environmental practices relating to all operational aspects of the service.

***RELEVANT LAWS & OTHER PROVISIONS***

The laws and other provisions affecting this policy include:

* *Environmental Protection Act 1994 and Regulations 2008*
* *NQS Area: 3.3*
* *Policies: Educational Program Planning, Educator’s Practice, Use and Maintenance of Air Conditioning, Employee Orientation and Induction, Communication with Families, Communication with Community, 9.6- Parent and Community Participation*

**PROCEDURES**

All staff will be encouraged to follow sound environmental practices and understand their role in positive modelling for the children.

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

* Recycling food scraps for compost
* Using recycled items in most craft activities
* Recycling scrap paper for use
* Establishing a garden and using produce in the service menu
* Establishing and maintaining compost bins or worm farms
* Switching off lights and air conditioners when the premises are unoccupied
* Creating play spaces for children to interact with the natural environment; and
* Undertaking regular reviews of sustainable practices within the service.

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

Information relating sustainable practices will be accessed and readily available for Educators, children and families at the service. The service has a contract with Suez where all biodegradable food items are collected by Suez and then transformed into compost and used as garden fertilisers.

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|  POLICY GROUP: PROGRAM | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: WATER ACTIVITIES & SAFETY 3.14 | REVIEWED: 2023REVISED: 2020 |

The service acknowledges that water activities are a significant part of our Queensland culture therefore we aim to provide children with experiences that are safe and fun. Children will be closely supervised when in and around water as their safety is of paramount importance to the service. This policy refers to swimming activities, water play, excursions near water, hot water and drinking water within the service environment.

**RELEVANT LAWS & OTHER PROVISIONS**

* Education and Care Services National Law Act, 2010 and Regulations 2011
* Family and Child Guardian Act 2014
* Duty of Care
* NQS Area: 2.3.1, 2.3.2, 4.1.1
* Policies: Educator ratios, Protection of Children from Harm, Anti Bias and Inclusion Policy, Inclusion of Children with additional needs, Educational Program planning, educator Practices, excursions policy, 3.10- Physical activity policy, Sun safety, Communication with Families, Risk Management and Compliance.

**PROCEDURES**

* Nominated Supervisor/ Director will:
* Provide information and guidance to Educators and families on the importance of children’s safety in and around water
* Ensure work, health and safety practices incorporate approaches to safe storage of water and play
* Ensure clean drinking water is available always
* Conduct a comprehensive risk assessment prior to any water activities taking place. The risk assessment shall identify educator to child ratios required to ensure children’s safety
* Ensure that at least one educator completes a pool bronze qualification
* Educators will:
* Encourage children to play safely in or near water, giving appropriate instructions and guidance
* Ensure water troughs, portable swimming pools or containers for water play are filled to a safe level and emptied onto garden areas after use
* Buckets of water used for cleaning are emptied immediately after use or placed in an inaccessible area

Water tanks will be labelled with “do not drink signage” and children are not permitted to access water from the tanks for handwashing or drinking

Hot water will be maintained at an appropriate temperature (43.5 degrees Celsius or less).

**SWIMMING ACTIVITIES:**

As all bodies of water present a significant risk to children, the service will ensure the following procedures are implemented:

* A comprehensive risk assessment of the venue and activity will be conducted, and the educator/child ratio will be determined
* At least one Educator qualified with a pool bronze medallion will be rostered on for activities in or near bodies of water
* Parents/Guardians must complete a “Swimming ability form” for each child attending the activity. This information will be used to assist Educators to manage the safety of children in the water
* Educators will be positioned both in and out of the water away from each other to allow them to directly and actively supervise all children

**ACTIVITIES NEAR WATER:**

* A comprehensive risk assessment of the venue will be conducted and the educator/child ratio will be determined
* At least one educator with a pool bronze qualification will be in attendance. In addition, at least one Educator with First Aid, CPR, Asthma and Anaphylaxis qualifications will be in attendance.
* Educators will be positioned in such a way as to be able to effectively supervise all children within their care.

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| POLICY GROUP: PROGRAM | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: COOKING WITH CHILDREN 3.15 | REVIEWED: 2023REVISED: 2020 |

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

**RELEVANT LAWS &OTHER PROVISIONS**

* Education and Care Services National Law Act ,2010 and 2011
* NQS Area: 1.1.2, 1.1.3, 1.1.5, 1.2.2, 2.1.1, 2.1.3, 2.2.1, 2.3.1, 2.3.2, 3.1.1, 3.1.3, 3.2.2, 4.1.1, 4.2.1, 5.1, 5.2.1, 6.1.2, 6.2.1, 7.3.5
* Policies: Respect for Children, Educator Ratios, Anti Bias and Inclusion, Inclusion of Children with Special needs, Educational Program, Educator’s Practice, Hygiene Policy, Food handling and Storage, Food and Nutrition, Cleaning and Sanitising, Menu Development, Space and facilities, Provision of Resources and Equipment, Communication with Families, Parent Participation

**PROCEDURES:**

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

When planning cooking experiences for the program, Educators will ensure that healthy food options are considered first with other food options being kept to a minimum and only for special occasions.

Risk assessments will be conducted prior to the cooking experience. The following should be considered:

* The risk benefit analysis
* Ages of children participating
* Number of children participating
* Educator/child ratio
* Ingredients and allergies
* Cooking utensils available
* Exposure to extreme heat
* Hygiene and food preparation practices
* Children’s cultures and religious expectations

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| POLICY GROUP: PROGRAM | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: VALUING DIVERSITY, CULTURE AND RECONCILIATION POLICY 3.16 | REVIEWED: 2023REVISED: 2020 |

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

***RELEVANT LAWS & OTHER PROVISIONS***

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *Family and Child Commission Act 2014*
* *Qld Anti-Discrimination Act 1991*
* *NQS Area: 1.1.2, 1.1.5, 5.1.1, 5.1.3, 5.2.3, 6.1.2, 6.2.1, 6.2.2, 6.3.1, 6.3.3, 6.3.4, 7.3.1, 7.3.5*
* *Policies: Respect for Children, Inclusion and Anti-bias, Including Children with Special/Additional Needs, Educational Program Planning, Educators Practice, Menu Development, Educator Professional Development and Learning, Enrolment, Communication with Families, Communication with Community, Parent and Community Participation*

***PROCEDURES***

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

Management and Educators support children’s cultural experiences through:

* Talking about culture with children.
* Responding to children’s curiosity about culture with thoughtful and appropriate experiences.
* Encouraging children to value the multiple ways of seeing, being and belonging.
* Actively challenge bias through conversations.
* Demonstrate principles of equity and anti-bias through their own behaviour and interactions with others.
* Recognition of Reconciliation week within the services program

Director, Coordinator, Assistant Co-ordinators, Supervisor and Educators will collaborate with families and explore opportunities to embed culture within the program’s experiences and activities

Management, Director, Co-ordinators and Educators will demonstrate value and respect for Australia’s Aboriginal and Torres Strait Islander cultures by:

* Identifying and acknowledging the custodians of the local area.
* Including an ‘Acknowledgement to Country’ in appropriate ceremonies and events.
* Other aspects as seen relevant to supporting the local needs of the service.

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| POLICY GROUP: HEALTH & WELL- BEING  | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: GENERAL HEALTH & SAFETY POLICY 4.1 | REVIEWED: 2023REVISED: 2021 |

This Service strives, through the following specific policies and procedures, to provide a clean, safe and healthy environment where hygienic procedures are always practiced promoting and support the health, wellbeing and safety of children. The Service recognises the needs of children in this respect, and of Educators and parents and others coming to 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, 2.1.3, 2.1.4; 2.2.1; 2.3.1, 2.3.2, 2.3.3; 3.1.1, 3.1.2; 3.2.1; 4.1; 6.1.1; 6.2.2; 6.3.3, 7.1.2; 7.3.1; 7.3.5.*
* *Policies: Illness and Injury, Medication, Sun Safety, Food Handling and Storage, Enrolment.*

***PROCEDURES***

* The enrolment procedures will include the requirement that parents advise any health issues (including medications, special dietary or other requirements) and any other specific needs of their children.
* The Director will ensure that all Educators are aware of all such specific notified needs.
* The Director will ensure that some Educators have had appropriate education or training to enable them to undertake basic support of the health needs of children, including administering medications, allergic reactions, and basic first aid and special dietary requirements.
* The Director will ensure that there is always at least one Educator who has the requisite first aid qualifications prescribed under Child Care Regs.
* In the event of a child falling ill at the Centre, the child's parent or emergency contact will be contacted. If it is not possible to contact a family member, then an ambulance will be called (if necessary) and an Educator will accompany the child until a family member arrives.
* It is the parent’s responsibility to find alternate arrangements if their child is ill. Any child that arrives at the Centre with a suspected infectious illness will not be permitted to stay until a doctor's clearance has been received.
* A playground safety check will be done each afternoon before children play outdoors to check for vermin, dangerous insects or animals and faulty/ broken equipment. It is the responsibility of the Educators to check the grounds thoroughly.
* Safety checklists of other areas used by the Service will be completed each morning
* Educators will ensure that equipment is cleaned/sanitised as per the cleaning checklist
* Educators will ensure that equipment is used safely and appropriately
* Risk assessments will be conducted for all activities, including excursions
* Educators will actively supervise children within their area
* Educators will ensure that they, and the children comply with the sun safe policy
* Children who are unwell will be isolated from other children in a quiet area
* Educators will ensure that all food handling and storage procedures are followed to prevent the risk of contamination
* Educators will adapt strict hygiene procedures and follow stringent practices regarding outbreaks or pandemics as per government and health regulations such as the requirements for the COVID19 pandemic in 2020.

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| POLICY GROUP: HEALTH & WELL- BEING  | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: INFECTIOUS DISEASE 4.2 | REVIEWED: 2023REVISED: 2020 |

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

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

***RELEVANT LAWS & OTHER PROVISIONS***

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

***PROCEDURES***

**Monitoring**

* The Service will subscribe to reasonably available alert services through the Commonwealth Government Department of Health (see wwwhealth.gov.au and www.cdagov.au) and Queensland Health (www.healhold gov.au ) to keep up to date information on infectious diseases within the community.
* Director may enforce procedure of all children having temperatures taken upon arrival at service if they feel that the current health climate within the community warrants this procedure.

**Reporting** It is the responsibility of parents/guardians to inform the Director of any infectious disease that their child or other immediate family members may be suffering.

* Parents/guardians will be advised through the enrolment procedures and the Parent Handbook that children who are ill are not to be brought to the Service.
* Children who are ill with the communicable illnesses of vomiting and diarrhoea are not permitted to return to care until 48 hours has lapsed after the last occurrence of vomiting or diarrhoea.
* It is the responsibility of Educators to inform the Director of any infectious disease that the Educators, or their other immediate family members, may be suffering.
* This Service is responsible for reporting to the State Health Authorities of any illness that the centre has had 10 or more cases of at any one time, these notifiable diseases are (as per requirements of the Commonwealth Government Department of Health) and also to report this to parents of other children in this Service as appropriate, but having regard to the privacy of individuals concerned.
* Records in regard to infectious disease will be maintained by the Director. These records will include the child's name, age, symptoms, date and time Educators first noticed the illness and any action taken. This record will not be available to other parents/guardians in view of the sensitive nature of a child's health information.
* A notice will be posted, and attention drawn to it when there has been a report of an infectious disease at this Service.
* The rights of individual privacy will be respected always, and the Privacy Policy of the Service will be observed by all Educators implementing these procedures relating to infectious diseases.

**Exclusion**

* All people, including children and Educators, who are suffering from any infectious diseases need to be excluded from the Service to prevent others from being introduced to the infection. When any such person is found to be showing signs of any infectious disease: -
* For children, their parents/guardians will be asked to immediately collect their child and seek medical advice
* Vomiting /diarrhoea: exclusion for 48 hours after the last occurrence of vomiting or diarrhoea.
* For Educators, they will immediately be released from work to seek immediate medical attention and for the period of the infectious disease.
* For parents or other adults, they will be required to leave the premises of the Service immediately and not re-enter the premises unless and until they are no longer suffering from the infectious disease.
* If a duly qualified and registered medical practitioner diagnoses an infectious disease, the child/Educators shall be excluded for the recommended period (as per Commonwealth Government Department of Health requirements).
* or diseases which are from time to time published as requiring a doctor's certificate clearing the child/Educators, the doctor's certificate will be required before the child/Educators are re-admitted to the Service.

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| POLICY GROUP: HEALTH & WELL- BEING  | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: PANDEMIC 4.3 | REVIEWED: 2023REVISED: 2020 |

The international novel coronavirus (COVID-19) pandemic evolved rapidly, with local transmission reported in many states across Australia

Children are at the same risk of contracting COVID-19 as adults. Children are more likely to have a milder illness, and some may not have any symptoms.

Children can spread a range of respiratory infections, even with only mild symptoms, so we recommend that early childhood education and care services have established plans in place in the event of service-wide infection outbreaks or broader community epidemics.

***RELEVANT LAWS & OTHER PROVISIONS***

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

Procedures:

* Anyone (staff and children) who is sick with influenza-like symptoms, even with mild symptoms, **should not attend** the service.
* If a child or staff member becomes ill while they are at the service, they should be sent home as soon as possible. While awaiting collection by their carer, ideally, the symptomatic child should be cared for in an area that is separated from other children at the service. This is to prevent the spread of respiratory viruses.
* Enhance hygiene practices for staff, children and visitors. Washing hands frequently is the single most effective way to reduce the spread of germs that cause respiratory disease. Alcohol-based hand gel is a suitable alternative **if used and stored safely around children**.
* Develop a process to rapidly communicate with staff (including casual workers), visitors, families and your local public health unit.
* Ensure robust infection control and cleaning and routine environmental cleaning procedures are in place. In response to a suspected or confirmed case of any pandemic the service should follow existing protocols for cleaning and disinfection for outbreaks of gastrointestinal illness/gastroenteritis outbreaks.
* Develop strategies (where possible) to limit movement of children staff and families between groups at the service.
* Cancel any planned activities outside of the service, such as visits to residential aged care facilities and other large gatherings.
* Promote the annual influenza vaccine for staff, children and their families.
* Implement temperature checks for all children and educators.
* Reduce the requirements for non-service users on site.
* Report any infections or outbreaks of the pandamic to the required authorities immediately.
* Implement social distancing as per guidelines from Health authorities.

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| POLICY GROUP: HEALTH & WELL- BEING | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: HYGIENE POLICY 4.4 | REVIEWED: 2023REVISED: 2020 |

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

***RELEVANT LAWS AND OTHER PROVISIONS***

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *Duty of Care*
* *Work Health and Safety Act 2011*
* *NQS Area: 2.1.3, 2.1.4; 2.2.1; 4.2.1; 7.1.2, 7.3.5.*
* *Policies: General Health and Safety, Infectious Diseases, Preventative Health and Wellbeing, Illness and Injury, Children’s Toileting, Non Smoking, Food Handling and Storage, Cleaning and Sanitising.*

Procedures

Use of Gloves

* When preparing food and when cleaning, or otherwise having contact with, bodily fluids (e.g. blood, mucus, vomit, urine, faeces etc), Educators will wear disposable gloves.
* Used gloves are to be carefully disposed of, immediately after use, in such a way that they would reasonably be expected to be secure from children or other Educators.
* Educators must ensure all soiled clothing is placed in a plastic bag then put inside a secure container and left in area until parents arrive to collect children.
* Educators are responsible for advising the Director/ Co-ordinator (or other responsible person) to ensure that there is an adequate store of disposable gloves always available.

Washing hands:

Educators will wash their hands with soap and running water, and ensure that children do the same unless unable to have access to facilities in which case children will be given sanitiser to clean hands.

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

Hand Sanitisers

Hand sanitisers may be used in situations where soap and water are not available. They will be used only under supervision of Educators

Dishwasher Usage

* A properly functioning temperature-activated sanitizing cycle that must sense a temperature of 65.6 degrees Celsius or above before the machine advances to the next step.
* A water inlet temperature above 68 degrees if the machine has no sanitising cycle or has a sanitising cycle and forced airflow drying.

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| POLICY GROUP: HEALTH & WELLBEING | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: PREVENTATIVE HEALTH & WELLBEING POLICY 4.5 | REVIEWED: 2023REVISED: 2020 |

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

***RELEVANT LAWS & OTHER PROVISIONS***

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *Duty of Care*
* *NQS Area: 2.1.2, 2.1.3, 2.1.4; 3.1.2; 7.1.2; 7.3.5*
* *Policies: General Health and Safety, Non Smoking, First Aid Waste Management, Infectious Diseases Response Strategy, Food Handling and Storage, Cleaning and Sanitising, Workplace Health and Safety.*

Sun Safety

* Children and Educators will wear hats and appropriate clothing when outside and have adequate shade provided by trees, shelter sheds or shade cloth.
* Educators will encourage children, including by way of modelling behaviour, to avoid excessive exposure to the sun. This will be reflected in the timing of outdoor activities which will be kept to a minimum during the hours of 10.00am and 3.00pm during Vacation Care and 3.00pm¬5.00pm during after school care on excessively hot days.
* Educators will encourage children, including by modelling behaviour, to wear a suitable sunscreen (SPF 50), which is reapplied per the manufacturer's recommendations.

Service Environment

* A quiet area will be provided where children can be quiet and away from other children.
* 'No smoking' at or about the Service is a condition of entry for all people, including Educators, parents and others, entering the premises.
* The Service will place a reminder notice, for Educators and children, in the Service to remind all of the need to maintain a clean and healthy environment, and of its `no smoking policy'.

Cleanliness

* Educators will ensure that premises used for the Service and all toys, dress- up clothes, paint shirts and other materials and resources will be kept clean.
* Tables, benches, floor surfaces and toilets will be cleaned thoroughly each day.
* The refrigerator will be cleaned once a week.
* Cupboards will be kept in a hygienic state to protect against any vermin outbreak.
* The premises will be regularly treated for the control of pests.
* Educators will ensure that all tissues are disposed of immediately after use.
* There will be a suitable area for waste disposal. This is to be covered and emptied daily into outside garbage units that are collected regularly.
* Recycled items (for craft activities) which were used, or suspected to have been used, in a non-hygienic environment will not be used at the Service.

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| POLICY GROUP: HEALTH & WELLBEING | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: ILLNESS, INJURY AND FIRST AID ADMINISTRATION POLICY 4.6 | REVIEWED: 2023REVISED: 2020 |

The Service proactively strives to avoid injuries occurring at the Service, and to minimise the impact of injuries and illnesses by responding appropriately and as quickly as possible, to all injuries and illnesses. The rights and responsibilities of parents with respect to injuries to and illnesses of their children are acknowledged and will be taken in to account in administering all procedures. (See also Policy 6.3 - Workplace Health and Safety)

***RELEVANT LAWS & OTHER PROVISIONS***

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *Duty of Care*
* *First Aid Code of Practice 2004*
* *NQS Area: 2.1.1, 2.1.2, 2.1.4; 2.3.3; 4.2.1; 6.1.1; 6.2.1; 7.1.2; 7.2.3; 7.3.1,7.3.2, 7.3.3, 7.3.5.*
* *Policies: Observational Recording, Medication, Anaphylaxis Management, Anaphylaxis Management, Emergency Health and Medical Procedure Management, First Aid Waste Management, Infectious Diseases Response Strategy, Asthma, Enrolment, Information Handling (Privacy and Confidentiality).*

Procedures Parental Permission

* Written permission from the child's parent/guardian will be sought through the enrolment process (see Policy 9.2) for the Director (or, in absence of the Director, an Educator qualified in first aid) to obtain medical attention, in keeping with the Policies and Procedures of the Service, if required.
* Written consent will also be obtained from the parent/guardian for the use of all health and other personal information which the Service has relating to the child for enabling Educators of the Service to:
	+ administer care and assistance to the child, including by obtaining
	+ emergency or other medical assistance or care for the child in accordance with the Injury and Illness Policy and Procedures of the Service; and
	+ report any injury or illness as required by law First Aid
* At least one Educator with a current first-aid, CPR, asthma and anaphylaxis qualification, as required by the Child Care Regs, will be on duty at all times while children are in attendance at this Service.
* Disposable gloves will be worn by Educators when administering first-aid, and will be disposed of immediately after use, in a way that they are reasonably secure from children and other Educators.
* The Director will delegate a qualified Educator to ensure that the following are always kept at the Service, and are accessible to the Educators but not to children:
* A fully maintained and equipped first aid kit, adequate for the number of children attending the Service;
* A recognised and current first-aid manual
* Cold packs and ice ready for use in the administering of first aid;
* A store of disposable gloves.
* An in-date epipen
* A spacer for administration of asthma medication

*Immediate procedure upon injury or illness*

If a child becomes ill or injured while attending the Service-:

* Educators will comfort and calm the child;
* Educators qualified in first aid will administer appropriate first aid and assess the child's condition;
* No Educator will administer non-prescribed oral medications to any child, unless parent has given prior written l permission or verbal permission for panadol / nurofen etc.
* In the case of a concussion a staff member who retains a first aid certificate must conduct a concussion check. Allow 3 concussion test to be performed, one (1) upon said injury, two (2) 15 minutes after injury occurred and three (3) 30 minutes after the injury has taken place.
* It’s important to prioritise the safety and wellbeing of the child. The concussion check must involve assessing the child for symptoms of, headaches, dizziness, confusion, or memory loss.
* If the child exhibits any of these symptoms after a head injury, it’s important to inform parents and ensure that medical attention is strongly advised.
* A concussion check should entail:
	+ - Simple questions to observe the injured persons consciousness and responsiveness: “What is your name?” “How are you feeling?”
		- Simple physical assessment: Check for coordination and balance issues. Whereby, the injured person will be asked to follow the direction of the first aider finger, to which if there is difficulty with coordination and or accuracy, parents are to be contacted again, and informed of the results.
* If necessary, the Director, Assistant Co-ordinator or Responsible Person, will ensure that the child is separated from the other children and made as comfortable as possible in a quiet, well-ventilated area;
* If necessary, the Director, Assistant Co-ordinator or Responsible Person, will contact the parents/guardians to collect their child as soon as possible.
* The child will be kept under adult supervision and their condition monitored until the parent's arrival.
* Where a child requires medication, consent will first be obtained from the parent/guardian unless previous written permission has been obtained.

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

* The Director, Co-ordinator, Assistant Co-ordinator or Supervisor, will direct an Educator to call an ambulance
* All attempts will be made to notify the parents; and if parents are unable to accompany the child to the hospital, the Director, Co-ordinator, Assistant Co-ordinator or Educator who administered the first aid, will accompany the child provided this leaves at least one Educator who is qualified in first aid at the Service and that the Service Educator: child ratios are still met
* All costs incurred in obtaining medical attention for a child will be met by the parents/guardians.

*Recording and Reporting Injuries and Illness*

* The Educator who administered care or first aid to the child will complete an incident report detailing the following information:
* The child's name;
* Date and time of accident;
* Details of accident;
* Parents/guardians contacted;
* Treatment and outcome of accident;
* Whether first-aid kit was used and if so what treatment;
* Educators signature and witness signature (if applicable); and
* Parent's signature confirming knowledge of accident.
* The information contained in the injury/illness record must not be used for any purpose except strictly in accordance with the Injury and Illness Policy, the Privacy Policy and any other relevant policies of the Service.
* The Director will ensure that the parent of a child who is injured or ill at the Service is informed of the situation, and the treatment given, on collection of the child.
* The Director is responsible for the obligation under section 81 of the Child Care Act, 2002 to report to the relevant State Government Department (at publication date the Department of Families and Community Service) (or its relevant successor) if a child dies, or suffers an injury at the Service for which treatment from a medical practitioner was obtained, or thought reasonably to have been sought.

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| POLICY GROUP: HEALTH & WELL- BEING | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: MEDICATION POLICY 4.7 | REVIEWED: 2023REVISED: 2020 |

*\*No additional comments as of 14/05/23*

In the interests of health and wellbeing of the children, the Service will only permit medicines to be given to a child if a medical practitioner has prescribed the medicine, and it is directed in writing by the medical practitioner to be administered during operational hours.

***RELEVANT LAWS & OTHER PROVISIONS***

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *Duty of Care*
* *NQS Area: 2.1.1, 2.1.4; 2.3.3; 4.2.1; 6.1.1; 6.2.1; 6.3.2; 7.1.2; 7.3.1, 7.3.2; 7.3.3, 7.3.5.*

*Policies: General Health and Safety, Anaphylaxis Management, Emergency Health and Medical Procedure Management, Asthma, Enrolment, Information Handling (Privacy and Confidentiality).*

***Procedures***

* See procedures under Policy 4.1 regarding obligation for parents to advise the Service of health needs, including medication, for their children.
* Educators will only be permitted to administer medication to a child if it is:
* A prescribed oral medication; in its original package with a pharmacist's label which clearly states the child's name, dosage, frequency of administration, date of dispensing and expiry date. Parents/ caregivers must complete a medication form giving these details
* Part tablets must be provided in webster packs (see below)
* Parents may give permission for panadol or antihistamine use either verbally or via electronic means.
* Nurofen will not be used at the Centre due to the attendance of asthmatic children who may be allergic to nurofen.
* If Panadol or antihistamines are given to a child, a medication form must be completed
* All medication will be kept by the Director (or her/his nominee) and stored in a locked cupboard or similar storage receptacle. Storage should prevent unsupervised access and damage to medicines e.g. some may require refrigeration.
* All medication will be administered by Member of Management or an Educator who is duly qualified in first aid. The administration of medication must be witnessed by another Educator.
* All unused medication will be returned to the parent on collection of the child.
* For asthma, diabetes or other similar ongoing medications parents will be required to advise the Director in writing whether their child will be responsible for administering their own medication or will require supervision. Families must give details of how, when (i.e. at what intervals) and by whom all such treatment is to be administered.
* All staff are to be made aware of children’s allergies along with treatment and procedures required.
* Individual procedures are developed in regard to each child who has an allergy.
* Each child with a condition such as anaphylaxis or asthma will have their own pouch containing their individual requirements and this will always be obtainable from centre office and then when required taken to the area that the child is playing in.

The following rule applies regarding all Part Tablet Medications.

 To eliminate the risk of educators providing the incorrect dosage of medication to children

requiring PART TABLET doses (¼, ½, ¾ tablet), families are required to provide these in pre-prepared Webster packs. Webster packs can be purchased from chemists where pharmacists will prepare the correct individual dosage of medication in a sealed and labelled package. (Parents/carers will need to speak with their doctor and pharmacist to obtain further details).

This does not affect medications that are currently provided in pharmacy labelled original packaging that are administered as WHOLE tablets.

Families failing to comply with this amended policy will be required to attend Ironside OSHC to administer medications to their child/ren as prescribed.

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| POLICY GROUP: HEALTH & WELL- BEING | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: KEEPING OF ANIMALS POLICY 4.8 | REVIEWED: 2023REVISED: 2020 |

Any animals cared for by this Service will be given adequate care. Children will be given the opportunity to share in the responsibility of looking after any animals in care.

***RELEVANT LAWS & OTHER PROVISIONS***

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

Procedures

* The Service will only keep animals at the Service where they are appropriate to the program of the Service and only if permitted by local authority regulations.
* The Director will ensure that any animal, which poses a health or safety risk to any child in the Service, is safely and responsibly removed immediately.
* Animals cared for by the Service will have plenty of food, water, air, bedding and shelter.
* Under the supervision of Educators, the children can help in the care of the animals.
* Children will always be supervised when handling animals and will be reminded of treating animals with care and respect

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| POLICY GROUP: HEALTH & WELL- BEING | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: VERMIN POLICY 4.9 | REVIEWED: 2023REVISED: 2020 |

We aim to ensure the safety of the Educators and children within our service. This includes protection from potentially dangerous pests and animals in the centre grounds

We consider vermin / pests to be;

Spiders

Bees / Wasps

Toads/ Snakes

Mice

Cockroaches

Rats

***RELEVANT LAWS & OTHER PROVISIONS***

Procedure

* The Centre is to be pest controlled once every 12 month unless otherwise noted by school
* An Educator rostered on is first aid trained in the event of a vermin bite.
* Ice packs are kept in freezer always
* The Director will ensure that Educators are aware that playgrounds/ play areas are checked for any vermin before the children play outdoors.

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| POLICY GROUP: HEALTH & WELL- BEING | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: SUN SAFETY POLICY 4.10 | REVIEWED: 2023REVISED: 2020 |

Ironside OSHC in collaboration with Ironside State School is a sun safe centre. We endeavour to ensure the children always wear hats whilst outdoors. We have strict policies on the wearing of hats and the application of sunscreen.

***RELEVANT LAWS & OTHER PROVISIONS***

* *Work Health and Safety Act 2011*
* *Duty of Care*
* *Qld Cancer Fund ‘Sun Smart Policy Guidelines’*
* *Cancer Council Australia*

Procedures

When using the pool during vacation care;

* Educators will role model to children by applying sunscreen, where possible at least 30 minutes prior to children entering the pool.
* Educators will enforce that all children must wear sunscreen when going to pool or they will not be allowed to attend. Children and Educators will wear a hat whilst in the pool where possible. If children have allergies or sensitive skin, then parents must supply appropriate sunscreen.
* Educators will enforce the policy of NO HAT NO PLAY always
* During Vacation Care, children are allowed to apply their own sunscreen, however educators are to ensure children apply liberally as an Educators duty of care.
* It is the parent's responsibility to ensure their child arrives sun screened at the beginning of each day over the vacation care period.
* Educators are to ensure they role model sun safety whilst near water, by wearing a rash shirt, hat and sunscreen. Children involved in pool play are not to spend more than 2 hours at any one time in the pool or direct sun. Children must wear rash shirts or T-shirts whilst in the pool.
* Educators are to ensure after 2 hours of swimming that children are removed from the pool, towel dried and sunscreen reapplied. Children must wait at least 30 minutes after sunscreen reapplication before returning to water activities.

Before / afterschool and vacation care:

* Children will be taught sun safe ideas from Educators. Educators will enforce the policy of NO HAT NO PLAY always.
* Educators will monitor the heat of the day and the decision will be made by the nominated supervisor on the day as to the time limit for outdoor activities.
* On hot days, regular monitoring of outdoor facilities and equipment will be conducted to assess their suitability to be accessed by children.
* Educators are to ensure that children wear shoes outside and will be mindful of children kneeling, sitting or lying down on surfaces during hot weather.
* Educators will assess the positioning and re-positioning of shades for areas affected by direct sunlight during different times of the day and/or seasons.
* Sunscreen to be used on children is SPF 50+ and where possible is to contain titanium or zinc ingredients. Children with allergies are requested to supply their own sunscreen for Educators to apply.
* For before and after school care sunscreen will be readily available for Educators to apply and to always be given to children for application.
* If outdoor temperatures are considered too high by the Director, Co-ordinator, Assistant Co-ordinator or the Supervisor, a directive will be given to restrict play to indoor areas or areas provided with solid shade ( i.e fixed roof or undercover area)
* All children are requested to wear clothing that covers the shoulders whilst in care even if sunscreen has been applied.
* The service takes no responsibility for children being sunburnt if parents have not dressed children in appropriate clothing for the expected weather conditions (according to the service policy around singlet tops or shoe string strap dresses).

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| POLICY GROUP: HEALTH AND WELL- BEING | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: CHILDRENS TOILETING POLICY 4.11 | REVIEWED: 2023REVISED:2020 |

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

*RELEVANT LAWS AND OTHER PROVISIONS*

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *Duty of Care*
* *Commission for Children and Young People and Child Guardian Act 2000*
* *NQS Area: 1.1.5; 2.1.1, 2.1.3; 2.3.1, 2.3.2; 4.1; 4.2.1; 5.2.3; 6.1.1; 6.3.3; 7.1.2; 7.3.1, 7.3.5.*
* *Policies: Respect for Children, Educator Ratios, Including Children with Special/Additional Needs, Excursions, Hygiene, Enrolment, Communication with Families*

## Procedures

* The supervisor shall check the toilet facilities for safety prior to the commencement of the daily program/s including before school, after school and vacation care.
* All children shall be actively supervised whilst accessing the toilet facilities.
* Children shall have access to the toilets located at the top of the stairs near the pool, in J block and the junior zone.

When toilets are shared by adults and children the following procedure will be in place:

* The educator shall notify another team member that they intend to use the toilet;
* The educator shall ensure that no children are in the immediate area of the toilet prior to accessing the toilet facilities;
* Should the primary facilities become unavailable then other toilets may be accessed, however when these are out of sight, children will be escorted to the toilet by an educator. Children older than yar 1 will instead take a ‘buddy’
* Educators shall be required to support the personal hygiene of children with toileting when it becomes known to them that a child needs assistance.
* If a child is involved in a personal hygiene incident, the Parents/Guardian will be notified immediately and shall have the opportunity to collect the child.
* Children who are frequently troubled with personal hygiene and toileting needs shall be required to have spare clothes and pull ups if necessary.

### Escorting children to the toilet

* Educators shall observe practices to ensure that they are not placing themselves in a compromising situation while escorting children to the toilet area and shall ensure that a minimum of two children are escorted at any one time.
* Children shall be regularly reminded to go to the toilet. Where the toilet is out of direct supervision of educators, children will go in groups of at least 2.
* Educators will ensure that the service communication procedures are followed when escorting children to the toilet in another area.

### Assisting children with toileting

* Educators shall notify the Director/Management that a personal hygiene incident requires their support and, where possible, a second team member shall be called to be present during the toileting support. Gender and developmental consideration should be given to the situation in ensuring the most appropriate educators manage the situation and that the process is open and transparent.
* Educators shall support children’s emotional needs, demonstrating empathy and compassion and should not, under any circumstances, cause further embarrassment to the child. Nor should they become forceful in their assistance to children.
* Staff shall assist children to toilet and follow hygiene procedures by:
* Encouraging children (if able) to clean themselves independently through provision of suitable wipes and means of disposal (if wipes are not suitable for flushing).
* Ensuring hands are cleaned and sanitized and gloves are generally worn.
* All staff shall be provided with training and support to assist in toileting children, particularly in the case of children with high support needs. This may be through written communications, direct training and/or meetings.

### Toileting on excursions

* For the purposes of Excursions, the following procedures shall be implemented to ensure the health and safety of children while using the toilet:
* A risk assessment will be conducted prior to the excursion with all educators required to read and sign off.
* On arrival at the venue, the toilet cubicles shall be checked for safety by an educator before being used by the children.
* A minimum of two educators shall be present when possible to supervise children’s use of the toilets

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| POLICY GROUP: HEALTH AND WELL- BEING | FORMULATED: 2011COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: ANAPHYLAXIS ASTHMA AND MEDICAL CONDITIONS MANAGEMENT POLICY 4.12 | REVIEWED: 2023REVISED:2020 |

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

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

##  *Relevant Laws and other Provisions*

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *Duty of Care*
* *Health (Drugs and Poisons) Regulation 1996*
* *Commission for Children and Young People and Child Guardian Act 2000*
* *NQS Area: 1.1.5; 2.1.1, 2.1.4; 2.2.1; 2.3.2, 2.3.3; 4.2.1; 6.1.1; 6.2.1; 7.1.2; 7.3.1, 7.3.2, 7.3.5.*
* *Policies: Illness and Injury, Medication, Emergency Health and Medical Procedure Management, Food Handling and Storage, Enrolment, Information Handling (Privacy and Confidentiality), Risk Management and Compliance.*

##  Procedures

* Parents will be requested, through the initial enrolment procedures to ensure that the service is made aware of any allergies or medical ailments that their child may be suffering. Information regarding the triggers and severity of allergic reactions will also be requested.
* The service shall take appropriate action to minimize, where possible, exposure to known allergens where children have been professionally diagnosed with anaphylaxis, asthma or other medical diagnosis’s this information has been presented to the service.
* The service shall develop and implement a risk management plan to identify the possible exposure to allergens and how these will be managed and monitored within the service.
* The service will ensure that at least one educator with a current first-aid qualification and CPR qualification, anaphylaxis management and emergency asthma management training as required by the *Education and Care Services National Regulations 2012,* will attend any place children are being care for, and be immediately available in an emergency.
* All children diagnosed with anaphylaxis shall have a Personal Action Plan, outlining what to do in an emergency, developed in consultation with families, and the child’s medical practitioner. Each plan may be reviewed by a medical practitioner however changes will only be made if so required, otherwise the current plan will stay in place. Action Plan shall be displayed in a clearly accessible area and be viewable to all educators.
* Individual children’s health care and management plans shall be discussed with all educators at team meetings if any changes are required.
* Each child shall have the appropriate medication for ailments including EPIPEN, VENTOLIN ECT accessible to educators.
* Each child with a condition such as anaphylaxis or asthma will have their own pouch containing their individual requirements and this pouch will be available at all times.
* Appropriate medication shall be stored at the service for each child in clearly labelled and marked containers.
* In circumstances where medication requires transportation between the child’s school/home and the service, the medication shall be signed in and out of the service in appropriate record books by educators. Families may be requested to provide a spare pen or Ventolin to be kept at the service if these arrangements are not suitable.
* Anaphylaxis plans shall be reviewed if parents inform of any changes in the child’s symptoms or reactions to particular allergies.

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| POLICY GROUP: HEALTH AND WELL BEING | FORMULATED: 2012COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: FIRST AID WASTE MANAGEMENT POLICY 4.13 | REVIEWED: 2023REVISED: 2020 |

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

## *Relevant Laws and other Provisions*

* *The laws and other provisions affecting this policy include:*
* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *Duty of Care*
* *Work Health and Safety Act 2011*
* *First Aid Code of Practice 2004*
* *NQS Area: 2.1.1, 2.1.3, 2.1.4; 4.2.1; 7.1.2; 7.3.5.*
* *Policies: Illness and Injury, Emergency Health and Medical Procedure Management, Workplace Health and Safety*

## Procedures

* A bin within kitchen area will be used for first aid waste.
* The bin will be emptied each day.
* A first aid blood spill kit will be readily available in the data room for any major incidents
* Blood spill kit will be cleaned and sanitised daily (if required);
* Located in a suitable place that is not readily accessible to children.
* Educators shall thoroughly wash hands using specified hand washing procedures before and after implementing first aid.
* Educators shall wear suitable gloves to manage incidents of first aid involving waste materials as identified.
* When conducting first aid, educators shall:
* Remove required items to be used to manage first aid from the first aid kit;
* Clean the injured area of the person using principles of first aid as per policy/ procedure and training eg wiped with sterile swab etc.
* The used swab or like shall be placed in the lined first aid waste bin;
* Educators will change gloves if moving from one stage of first aid treatment to next eg cleaning to bandaging. These gloves should also be placed in the first aid waste bin.

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| POLICY GROUP: HEALTH AND WELL BEING | FORMULATED: 2012COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: CHILD SAFE ENVIRONMENT POLICY 4.14 | REVIEWED: 2023REVISED: 2020 |

Ironside OSHC has a moral, ethical and legal responsibility to ensure that all children are safe in their care, and will provide training, resources, information and guidance to support this.

## *Relevant Laws and other Provisions*

* *The laws and other provisions affecting this policy include:*
* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *Duty of Care*
* *Work Health and Safety Act 2011*
* *First Aid Code of Practice 2004*
* *NQS Area: 2.1.1, 2.1.3, 2.1.4; 4.2.1; 7.1.2; 7.3.5.*
* *Policies: 4.5 – Illness and Injury, 4.11 – Emergency Health and Medical Procedure Management, 6.3 – Workplace Health and Safety*

Ironside OSHC is committed to:

* ensuring that the health, safety and wellbeing of children at the service is protected at all times while also promoting their learning and development
* fulfilling its duty of care obligations 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
* ensuring that we are proactive in educating children of their individual rights by including personal safety education within our centre

*In relation to child protection matters:*

* ensuring that the Nominated Supervisor and staff members who work with children are advised of current child protection legislation, its application, and any obligations that they may have under that law (Regulation 84)
* screening all educators, staff, volunteers and students to ensure that they hold a current Working with Children Check (except for individuals under the age of 18, registered teachers or police officers)
* ensuring that volunteers/students, parents/guardians and other visitors to the service are not left with sole supervision of individual children or groups of children
* ensuring clear procedures are in place for reporting suspected child abuse and management of complaints
* offering support to the child and their family, and to educators and staff in response to concerns or reports relating to the health, safety and wellbeing of a child.
* maintaining confidentiality at all times
* offering support to the child and their family, and to educators and staff in response to concerns

*In relation to providing a child safe environment at the service:*

* ensuring children are adequately supervised and that educator-to-child ratios are maintained at all times
* ensuring the physical environment is safe, secure and free from hazards for children conducting risk assessments for excursions and considering children’s safety when leaving premises
* ensuring all equipment and materials used meet relevant safety standards implementing and practising emergency and evacuation procedures
* ensuring there are appropriate procedures in place for the safe delivery and collection of children
* ensuring that the Nominated Supervisor, educators and all staff who work with children are aware that it is an offence to subject a child to any form of corporal punishment, or any discipline that is unreasonable or excessive in the circumstances
* identifying and providing appropriate resources and training to assist educators, staff, contractors, visitors, volunteers and students to implement this policy
* protecting the rights of children and families, and encouraging their participation in decision-making
* ensuring the Nominated Supervisor, educators, staff, volunteers and students are kept informed of any relevant changes in legislation and practices in relation to this policy

**The Centre Director is responsible for:**

*In relation to child protection matters:*

* keeping up to date and complying with any relevant changes in legislation and practices in relation to this policy
* identifying the potential for child abuse and developing and implementing effective prevention strategies in consultation with the Approved Provider and educators/staff
* identifying and implementing appropriate programs and practices to support the principles of a child safe organisation in consultation with the Approved Provider and educators.
* co-operating with other services and/or professionals in the best interests of children and their families
* ensuring that no child is left alone (or is out of sight) with a contractor, visitor, volunteer, student or parent/guardian at the service.
* implementing the procedures for reporting suspected child abuse and management of complaints
* notifying the Management Team immediately on becoming aware of a concern, complaint or allegation regarding the health, safety and welfare of a child.
* offering support to the child and their family, and to educators and staff in response to concerns or reports relating to the health, safety and wellbeing of a child.
* implementing and reviewing this policy in consultation with the Approved Provider, educators, staff, and parents/guardians
* maintaining confidentiality at all times

*In relation to providing a child safe environment at the service:*

* ensuring that all educators and staff who work with children are aware of this policy, and are supported to implement it
* protecting the rights of children and families, and encouraging their participation in decision-making
* ensuring that all children are adequately supervised at all times
* ensuring learning environments are established that provide sufficient space, and include carefully chosen and well-maintained resources and equipment that will help enhance the quality of children’s learning and experiences
* organising/facilitating regular safety audits of the following:
* playgrounds and fixed equipment in outdoor environments
* ensuring that all cupboards/rooms are labelled accordingly, including those that contain chemicals and first aid kits
* ensuring that all contractors/visitors sign in to the visitor’s log book
* ensuring the physical environment is safe, secure and free from hazards for children
* ensuring risk assessments are completed for excursions and considering children’s safety when leaving
* implementing and practising emergency and evacuation procedures
* ensuring there are appropriate procedures in place for the safe delivery and collection of children
* implementing and reviewing this policy in consultation with the educators and parents/guardians
* identifying and providing appropriate resources and training to assist educators, staff, visitors, volunteers and students to implement this policy
* keeping up to date and complying with any relevant changes in legislation and practices in relation to this policy

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| POLICY GROUP: FOOD & NUTRITION | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: FOOD HANDLING POLICY 5.1 | REVIEWED: 2023REVISED: 2021 |

All food which is handled (including preparation, consumption or storage) at the Service is to be handled using all care to ensure that the food is not contaminated, nor allowed to become contaminated, or unfit to be eaten.

***RELEVANT LAWS & OTHER PROVISIONS***

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *Duty of Care*
* *Local Authority (eg Logan City Council) Food Handling By-laws*
* *Australian and New Zealand Food Standards – chapter 3 Food Safety Standards (Australia only)*
* *NQS Area: 2.1.1, 2.1.3, 2.1.4; 2.2.1; 2.3.2; 3.1.2; 3.3.1; 4.2.1; 6.1.1; 7.1.2; 7.3.5.*
* *Policies: General Health and Safety, Hygiene, Preventative Health and Wellbeing, Anaphylaxis Management, Cleaning and Sanitising, Employee Health, Enrolment.*

Procedures

* See also Policies regarding general hygiene policies and procedures, including relating to preparation and handling of food.
* The Director will be responsible for ensuring that all food preparation and preparation areas comply with all laws and regulations, including Local Council by-laws (or equivalent) where applicable.
* All food preparation surfaces and utensils will be kept clean and will be thoroughly clean before use.
* Staff will wash their hands, and ensure that children wash their hands, thoroughly with soap and water before handling, preparing and eating of food.
* Perishable items will be covered and refrigerated. Non-refrigerated items will be stored in airtight containers. All containers will be labelled with use by date when placed in containers.
* Perishable food brought by staff and children from home will be refrigerated as soon as possible.
* Staff will not eat, or not permit any child to eat, food that has fallen on the ground, or been handled by another child.
* Children will not be in the food preparation area unsupervised.
* Food that is not fit to be eaten is to be immediately disposed of, in an appropriate manner, so that it will not be eaten.
* Fridges are to be cleaned on a weekly basis and temperatures checked
* Food preparation areas will not be utilised for seating
* Any open wounds or sores will be covered with waterproof dressings.
* Food utensils should be carried away from body
* Hands are to be wiped with paper towel not personal clothing
* Children will be encouraged to eat own food and not share with friends due to hygiene or allergy purposes.
* All utensils will be washed in warm soapy water then sanitised prior to using again. Dishwashing will be carried out as appropriate.
* All tea towels and tablecloths will be washed every second day to ensure clean linen is available.

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| POLICY GROUP: FOOD & NUTRITION | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: FOOD & NUTRITION POLICY 5.2 | REVIEWED: 2023REVISED: 2020 |

This Service encourages and promotes the health and wellbeing of children through a healthy nutritious diet and through providing positive learning experiences during meal/snack times where good nutritional foods and habits are developed in a happy, social environment. Parents are encouraged to participate in this approach to nutrition for their children.

***RELEVANT LAWS & OTHER PROVISIONS***

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *Dietary Guidelines for Children and Adolescents in Australia (NHMRC 2003)*
* ‘My Time, Our Place’ Framework for School Age Care
* *NQS Area: 1.1.2, 1.1.3, 1.1.5, 1.1.6; 1.2.2; 2.1.1, 2.1.3, 2.1.4; 2.2.1; 2.3.1, 2.3.2; 4.2.1; 6.1; 6.2.1; 6.3.2; 7.1.2, 7.1.4; 7.2.1, 7.2.3; 7.3.1, 7.3.2, 7.3.5.*
* *Policies: Behaviour Support and Management, Educational Program Planning, Educators Practice, Hygiene, Food Handling and Storage, Enrolment, Communication with Families.*

**Procedures**

*Development of Nutrition Policy*

* A nutrition policy will be developed in consultation with families, staff and the Management Committee.
* The policy will be based on information from recognised health authorities. These may include any, or all the Commonwealth or State Government Health Department and non-government organisations with recognised expertise in nutrition (e.g. Nutrition Australia, Heart Foundation, Queensland Health) and Qld Oral Health Unit
* Parents are alerted to the Service's Nutrition Policy. They will be encouraged to provide food for their children which also meets these requirements, particularly during vacation care. When children are celebrating another child's birthday or an end of term party is being held, the Director will use discretion to nominate foods that will be accepted for that day.

*Serving of food*

* Social interactions will be encouraged during meal/snack times. Staff members will spend this time interacting with the children and model good eating and social habits.
* Independence will be fostered by encouraging children to serve themselves, using appropriate utensils.
* If staff need to serve food to the children, tongs will be used.
* Staff will encourage children to be seated while eating and drinking.
* The Director will ensure that the children have ready access to cool drinking water.
* Staff will encourage children to drink extra water during the summer months.
* Staff will remind parents to provide children with extra water to take with them on excursions.

*Food Experiences*

* Food is not to be used as a punishment or a reward.
* children will be encouraged to get practical experience in food preparation; the foods being served to children will be discussed with them.
* Parents are invited to contact the Director at any time to discuss any comments or concerns or feedback in relation to the Nutrition Policy, and of their child's dietary requirements for health or other reasons.
* The Educators will seek to accommodate all such reasonable nutritional needs of a child by giving appropriate directions to food preparation staff in relation to that child.
* The Director will if possible, regularly review, and when necessary ensure that the Service obtains formal reviews of this Nutrition Policy from a recognised nutrition authority or a person duly qualified to advise in relation to it if possible to obtain.

NUTRITION POLICY

When the Service provides food, it will seek to provide food:

* Which is healthy, balanced and varied
* Which includes a good balance of fresh foods, as opposed to pre¬packaged and prepared foods
* which as far as reasonable meets the dietary needs of children with special dietary needs of which the Service has been made aware.
* Which exposes children to cuisine from a variety of cultures.
* Breakfast and afternoon tea is provided and a menu for the week will be displayed. This menu will show what is being offered for breakfast and afternoon tea each day. In addition, the menu will list all spreads, fruits and vegetables that are used during the week.
* A list of children’s special dietary requirements will be displayed and educators will refer to this list daily.
* Parents/guardians will be advised when morning tea and lunch are to be brought from home (Vacation Care)
* The Director/ Co-ordinator will discuss with parents any food allergies and restrictions (including cultural or religious) which are to be enforced at the Service. Details of these restrictions will be noted on the enrolment form and passed on to staff.
* Where children have special dietary needs which cannot reasonably be met by the Service, the Director/ Assistant Co-ordinator will consult with parents and where necessary the meal will be supplied from home.
* The service will refer to the PANOSH guide in regard to nutritional information when menu planning.

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| POLICY GROUP: PROVISION OF SAFETY FACILITIES GROUP 6 | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: SPACE AND FACILITIES REQUIREMENT 6.1 | REVIEWED: 2023REVISED: 2020 |

The Service will ensure that facilities used provide for the program and range of activities provided in keeping with the Policies and Procedures of the Service, in a safe and stimulating environment which is accessible to all children and allows for their physical and psychological comfort.

***RELEVANT LAWS & OTHER PROVISIONS***

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *Duty of Care*
* *NQS Area: 2.1.2; 3.1.1, 3.1.3; 3.2.1; 6.1.3; 6.3.3; 7.1.1, 7.2.3.*
* *Policies: Educational Program Planning, Physical Activity, Budgeting and Planning.*

**Procedure**

* The Management Committee will ensure that the following are provided by the Service:
* Indoor space of 3.25 m2 of useable space per child;
* Outdoor space, with adequate shade areas, of 12m2 of useable space per child;
* Toilets and hand washing facilities for children (separate toilets for boys and girls and at least one toilet for every 15 children present) and for staff.
* The Director will, in conjunction with the Management Committee, ensure that the following facilities are available at the Service: -

\* A telephone located inside the premises or one that is accessible always;

• Storage space close to play areas, with at least one lockable cupboard for valuable equipment;

• Office space or designated area, where staff may talk to parents in confidence;

• A lockable drawer or small cupboard for records and personal belongings;

• Areas to display children's work and a notice area for parents;

* A space for children to put their lunch/coats/bags etc; Adequate lockable storage facilities for equipment, tools, first aid kit, medication, and poisonous and dangerous substances;

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| POLICY GROUP: PROVISION OF SAFETY FACILITIES | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: PROVISION OF EQUIPMENT POLICY 6.2 | REVIEWED: 2023REVISED: 2020 |

This Service will provide safe equipment that is suitable for the developmental and recreational needs of the children in care. In purchasing equipment, the interests of children within the various age groups will be considered as far as possible.

***RELEVANT LAWS & OTHER PROVISIONS***

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *Duty of Care*
* *See relevant Australian Standards on equipment in the Service*
* *NQS Area: 1.1.5; 1.2.2; 2.2.2; 3.1.1, 3.1.3; 3.2; 3.3; 6.1.2; 7.3.5.*
* *Policies: Educational Program Planning, Physical Activity, Creative and Expressive Arts, Preventative Health and Wellbeing, Space and Facilities Requirement, Workplace Health and Safety.*

Procedures

* Care will be taken when purchasing equipment to ensure it complies with relevant Australian Standards (available from Standards Australia).
* Equipment will be appropriate to the interest and development and cultural needs of the children. It is flexible and able to be rearranged or adjusted to provide additional interest, variety, challenge and supports the inclusion of children with special/additional needs.
* The Director/ Coordinator will ensure that all equipment is regularly checked, cleaned and maintained in accordance with manufacturer's instructions and otherwise as reasonably necessary to ensure that it remains in safe and good working order.
* Broken equipment will be disposed of after notifying the Director/Assistant Director
* The Director/Co-ordinator will ensure that the centre has purchase the correct amount of equipment for children ratios
* Safe storage and shelving will be provided to allow children to independently access equipment and resources wherever if possible
* The Director, Coordinator, management and Educators will ensure that a wide range of real, commercial, natural, recycled and simple homemade materials are provided to support the children’s learning in a range of ways.
* Children will be encouraged to access outdoor areas which include natural elements such as trees, plants, edible gardens, sand, rocks, mud and water where physically possible.

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| POLICY GROUP: PROVISION OF SAFETY FACILITIES | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: WORKPLACE HEALTH & SAFETY POLICY 6.3 | REVIEWED: 2023REVISED: 2020 |

For the protection of children, staff, management, families and anyone entering the premises, the Service will ensure that its equipment, facilities and premises are safe and clean in keeping with the requirements of the Workplace Health and Safety Act, Qld. See also Policy 7.1 for specific obligations relating to Emergency equipment and facilities.

***RELEVANT LAWS & OTHER PROVISIONS***

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *Duty of Care*
* *Work Health and Safety Act 2011, Manual Tasks Code of Practice 2010, Hazardous Substances Code of Practice 2003, Manual Tasks Involving the Handling of People 2001.*
* *Fire and Rescue Service Act 1990 and Building Fire Safety Regulation 2008 (Queensland), Electrical Safety Act 2002.*
* *NQS Area: 2.3.2, 2.3.3; 3.1.1, 3.1.2; 3.2.1, 4.2.1; 7.1.1, 7.1.2; 7.2.1, 7.2.2; 7.3.1, 7.3.2, 7.3.5.*
* *Policies: Preventative Health and Wellbeing, Space and Facilities Requirement, Provision of Resources and Equipment, Employee Orientation and Induction, Risk Management and Compliance.*

Procedures

* The Director shall act as Workplace Health and Safety Officer. In the Director’s absence, a Assistant Co-ordinator or other nominated person will assume the responsibility, and shall report directly to the Director upon their return .
* The designated Workplace Health and Safety Officer shall ensure that the premises in which the Service is operated is registered and continues to be registered, as a workplace under the Workplace Health and Safety Act, 1995 and shall keep and display the Certificate of Registration of a workplace as required by law.
* If the Director/ Co-ordinator or a member of staff of the Service is acting in the role of Workplace Health and Safety Officer, the Executive shall ensure that person has adequate time, education/training and resources to ensure that she/he can fulfil the role as required by the legislation.
* The Workplace Health and Safety Officer shall:
* maintain, in a safe and accessible place, up-to-date, all records and materials required by the legislation and shall be required to provide them to the Co-ordinator on request;
* Regularly check the website or other resources of the Queensland Department of Industrial Relations (vvww.whs.q1d.gov.au).
* The Staff Handbook and staff orientation processes shall contain up-to- date information on the legislative requirements for workplace health and safety (Qld only — other States must identify equivalent Occupational Health and Safety Requirements).
* The Director must ensure that at the Service poisons, disinfectants, corrosive substances and other poisonous and dangerous substances and items are marked in their original containers, kept out of reach of children and placed in a child proof storage facility.
* Storage of medication, first aid kit, needs to be locked and accessible to staff but not to children.
* Additional control measures are added to current risk assessments and all educators are made aware of these through memos or at meetings

Maintenance

* The Director will be responsible to ensure that the Service has adequate heating, ventilation and lighting always.
* The Director will ensure that staff remove from service any broken equipment and have repaired or replaced as soon as possible, all equipment that is faulty or broken.
* Prior to use each day, staff will check all outdoor equipment to ensure it is safe for use and is free from splinters, breakages and harmful insects/animals. Outdoor checklists are to be completed each day by an educator and any hazards reported to the Director/ Assistant Director
* The Director shall ensure that an approved earth leakage device is installed and operational. Staff will be aware of the location of the power board and how to access the circuits used by the Service
* All educator will take part in Asbestos and OHS training on a yearly basis.

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| POLICY GROUP: PROVISION OF SAFETY FACILITIES | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: USE AND MAINTENANCE OF AIR-CONDITIONERS 6.4 | REVIEWED: 2023REVISED: 2020 |

Ironside OSHC understands the need to maintain a healthy and safe environment for children and staff whilst at the same time valuing the need to ensure that the air conditioning operates with minimum impact on the environment

***RELEVANT LAWS & OTHER PROVISIONS***

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *Duty of Care*
* *Work Health and Safety Act 2011*
* *Environmental Protection Regulation 1998*
* *NQS Area: 2.1.2; 3.1.2;*
* *Policies: Preventative Health and Wellbeing, Space and Facilities Requirements, Workplace Health and Safety.*

Procedures

* The service shall operate the air conditioner to cool and/or heat the space to ensure the environment is comfortable and suitable to maintain the well-being and safety of children and staff.
* The air conditioner shall be set at a reasonable temperature when it is in use. For energy efficiency, the recommendation from Energex is 24 ° c
* Before the air conditioning is turned on, close windows and doors for energy efficiency.
* Regular maintenance shall be carried out on the system/s by a reputable contractor where a service report shall be required.
* Aesthetics and safety shall be considered for all new air conditioning installation.

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| POLICY GROUP: PROVISION OF SAFETY FACILITIES | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: MANAGEMENT OF POISONOUS PLANTS AND FUNGI 6.5 | REVIEWED: 2023REVISED: 2020 |

Ironside OSHC understands the need to maintain a healthy and safe environment for children and staff whilst at the same time valuing the aesthetic appeal of the natural environment. Several plants and fungi are known to be poisonous to people and may pose significant risk if consumed, or in some cases handled. The service shall endeavour to ensure the environment is free of potentially poisonous plants and fungi.

***RELEVANT LAWS & OTHER PROVISIONS***

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *Duty of Care*
* *Work Health and Safety Act 2011*
* *Plants and Fungi Poisonous to People in Queensland*
* *NQS Area: 2.3.2; 7.1.1*
* *Policies Preventative Health and Wellbeing, Space and Facilities, Workplace Health and Safety.*

**Procedures**

* The service shall maintain a current copy of the Queensland Government Resources "Plants and fungi poisonous to people in Queensland" produced by the Queensland Health Environment Protection Agency. These resources will be made accessible to and discussed with all members of staff and management this book is now only available on line to read.
* The service shall keep in a visually accessible location the number for the Poisons Information Centre 131 126.
* The licensed environment will be kept free from poisonous plants and fungi through:
* Negotiating with land owners, particularly where the space is shared, the removal and planting of suitable trees, plants and shrubs.
* Regularly checking the licensed environment for growth of potentially poisonous plants, weeds and fungi.

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| POLICY GROUP: EMERGENCIES  | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: EMERGENCY EQUIPMENT & FACILITIES POLICY 7.1 | REVIEWED: 2023REVISED: 2020 |

Personal safety and security of children, staff and volunteers (all persons on the premises) are of prime importance whilst in attendance at the Service. The Service therefore takes a proactive approach to managing emergencies, developing emergency procedures and equipping staff and children with sound knowledge of them.

***RELEVANT LAWS & OTHER PROVISIONS***

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *Duty of Care*
* *Work Health and Safety Act 2011, Building Fire Safety Regulation 2008*
* *NQS Area: 2.3.1, 2.3.2, 2.3.3; 3.1.2; 7.1.1, 7.1.2; 7.3.5*
* *Policies: General Health and Safety, Space and Facilities Requirements, Workplace Health and Safety, Drills and Evacuations, Fire Safety Compliance.*

**Procedures**

* The Workplace Health and Safety Officer will be responsible to ensure that:

\* there is an alarm bell or whistle for sounding warnings of an emergency, which is kept in good working order, and tested regularly;

\* the Service has appropriate fire extinguishers that are properly installed and maintained and that staff have basic training in the use of the fire blankets and fire extinguishers kept at the venue; and

\* the Service calls upon the advice of the Queensland Fire Service (or another appropriate Authority) to provide up-to-date information on the appropriate measures which are required to comply with this aspect of this Policy.

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| POLICY GROUP: EMERGENCIES | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: DRILLS AND EVACUATION POLICY 7.2 | REVIEWED: 2023REVISED: 2020 |

The Service adopts a proactive approach to ensuring that staff and children are aware of, and understand, evacuation and other emergency procedures.

***RELEVANT LAWS & OTHER PROVISIONS***

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *Duty of Care*
* *Work Health and Safety Act 2011*
* *NQS Area: 2.3.1, 2.3.2, 2.3.3; 4.2.1; 7.1.1, 7.1.2; 7.2.3; 7.3.1, 7.3.2, 7.3.3, 7.3.5.*
* *Policies: Workplace Health and Safety, Emergency Equipment and Facilities, Fire Safety Compliance, Employee Orientation and Induction.*

**Procedures**

* Emergency evacuation procedures will be dearly displayed near the entrance of the centre.
* Staff are to ensure that all exits are kept clear and unlocked to enable a quick departure.
* Emergency evacuation procedures and lock down procedures will be carried out at least once a term for Before and After School Care and at the beginning of each Vacation Care program.
* This drill will occur on different days of the week so that all staff and children become familiar with the procedures.
* Emergency telephone numbers will be clearly displayed within the Service.
* For these emergency situations, staff will have access to a telephone outside of the Centre.
* In a fire emergency, the staff member who first discovers the emergency will alert the Director or responsible person on duty.
* The Director, or responsible person on duty will take charge of the situation and delegate staff to: -
* Telephone the relevant emergency number;
* Check and evacuate all rooms including the toilets, storage rooms and near-by buildings on the premises;
* Collect an ipad with kiosk enhanced, wifi internet device and parent contact numbers;
* Close all doors and windows (only if able) to help to contain the fire (if relevant);
* Once at the designated assembly area, check the roll to make sure that all children and staff are accounted for.
* Attempts to extinguish fires will occur only when the room is evacuated, if the fire is very small and the person trained in using the extinguisher is in no immediate danger.
* No one will re-enter, nor be permitted to re-enter, a building in which there is or has been a fire, under any circumstances, until the emergency service advises that it is safe to do so.

**In case of lockdown**

* educators must perform an immediate headcount. When satisfied that all children within their group are accounted for educators will lead children to the nearest building.
* Educators will again perform a headcount and children will be instructed to take cover either underneath desks. If in the hall children, children will sit down in the area not easily seen from glass doors.

**WHOLE SCHOOL EVACUATION**

**INSTRUCTIONS TO TEACHER/STAFF**

In the case of the need to evacuate the school site due to fire etc. the following procedures should be followed: -

1. Signal for this evacuation will be "Whole School Evacuation" announced over the PA System. This may be a stand-by instruction first to allow the situation to be assessed. If necessary, the whole school would be evacuated by bus to designated area

2. Teachers should accompany their own classes. Aides and specialist teachers should assist class teachers ensuring children with special needs eg physical disabilities are cared for. If possible children's names should be marked in the car park and as the children board the bus.

3. Children should take their school bags containing any personal belongings they are comfortably able to carry.

4. Teachers should ensure they have rolls and class lists (for sign out) and room keys. Lights and fans should be turned off and all windows and doors including withdrawal rooms should be locked.

5. B.S.M. or designated office staff should collect first aid kits, medication and register. Day sign-on book and visitor's list should also be collected. All computers should be shut down and rooms secured. A copy of student contact numbers should be taken by all staff with access to them along with any student sign out books.

6. Janitor/groundsman should check all toilets to ensure no children remain behind.

7. Any parents on campus at time of the evacuation should sign out their own children as usual if taking them from the care of the teacher.

8. If time allows, after buses are loaded, staff may move their cars to safer positions on instruction from admin or officer in charge of fire situations.

9. One member of Administration would co-ordinate arrival and settling of students at Community Centre. Other Admin Staff would secure school site checking all buildings are locked and all personnel are evacuated.

10. If time allows, the Janitor/Groundsman would put a notice on the front sign advertising that the school was being evacuated.

11. Arrangements for teachers to retrieve their cars, possessions etc after dismissal of children would be dependent on the all-clear being given by the authorised emergency services officer.

**EVACUATION POLICY PHYSICALLY IMPAIRED**

During school evacuations, there may be children who will require physical assistance to move appropriately to assembly areas. To allow supervising teachers to concentrate on removing able-bodied students without compromising the safety of any children, teacher aides should report to teachers designated at the commencement of the school year to assist physically impaired children.

If evacuation procedures are necessary during breaks, supervising duty teachers should be aware of the need to assist these children if necessary.

**LOCKDOWN PROCEDURE**

* From time to time it is necessary to practise our 'Lockdown Procedure' as part of our Emergency Procedure Policy. Between now and the practice (specific time will be advised), please take the time to give age-appropriate talks to your class to prepare them for the practice.
* Apart from the actual procedural steps (outlined on Emergency Procedure sheets displayed in your rooms and in staff handbook), you should explain the purpose of such a policy with the emphasis on keeping children safe.
* DO NOT ALARM CHILDREN WITH OVERLY VIVID DESCRIPTIONS OF POTENTIAL DANGER.
* Explain that sometimes staying in the classroom is safer than being evacuated.
* Confirm the meaning and significance of the LOCKDOWN' announcement over the P.A. system.
* Investigate a few different scenarios where some students may not be with their class when the LOCKDOWN' announcement is made.

Example:

* On route to toilet
* going to music, PE, library
* collecting tuckshop
* delivering a message to another classroom participation in sport on the oval
* working in staffroom
* In the above circumstances children should report to the nearest room where there is staff supervision (see NB below).
* Support staff and AVT's should assist any children under their supervision to locate nearest safe room (see NB below).
* Once rolls are marked and children accounted for, this should be communicated to the following offices via the intercom system (one teacher to report each double-teaching area to minimise calls).

INTERCOM # OFFICE YEAR LEVELS / AREA

233 Deputy Principal Years 1, 2

210 B.S.M. Years 3, 4

220 Administration Library, Music, STLD, Tuckshop, Cleaners, Janitor/Groundsman, PE, Swimming Pool, Uniform Shop, S.E.P, OSHC.

204 Deputy Principal Years 6

244 Deputy Principal Prep, Year 5

NB: If you receive children to your room from other classes, communicate this to office first and then to specific class teacher.

* D.P. to collect sign-on book to check off all staff present.

Emergency requiring immediate return to Classroom — `LOCKDOWN'

THE FOLLOWING PROCEDURES ARE TO BE STRICTLY ADHERED TO. IN THE EVENT OF THESE PROCEDURES NOT MEETING AN EMERGENCY, IT IS EXPECTED THAT PERSONNEL WILL AT ALL TIMES, USE COMMON SENSE AND DUTY OF CARE IN RESPECT TO ANY NECESSARY AMENDMENTS.

ALARM Chimes followed by Lockdown'.

NOTE First priority is safety of all personnel

IN CLASS TIME Procedure:

* When the alarm sounds, teachers are to instruct children to sit on the floor behind their chairs.
* Teachers must lock the classroom doors from the inside, close the windows and aluminium louvers, turn lights off and remain in the classroom. Teachers are also to be seated on the floor in a position which offers maximum site supervision of the students. Rolls should be checked to ensure all are present. Absences should be reported to the office by intercom. Teachers should check preparation and withdrawal rooms.
* If the emergency warrants more drastic measures this will be conveyed over the loud speaker system or personally from an administrator.
* You will be notified when you can return to normal classroom routine.

DURING RECESS

Procedure:

* Children are to be educated to recognise the alarm and know that it signals their immediate return to their classrooms.
* Teachers are to proceed immediately to their classrooms and carry out the procedures as detailed in Class Time.
* Teachers on Playground Duty should supervise this return in as orderly a fashion as possible (children should walk briskly, not run).
* The duty teacher should be the last person to leave his/her area.
* Once in the classroom, rolls should be checked to verify that all children are present. Any absences should be reported immediately to the office by intercom.
* All other personnel should observe the above precautions at their workstations

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| POLICY GROUP: EMERGENCIES | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: HARRASSMENT & LOCKDOWN POLICY 7.3 | REVIEWED: 2023REVISED: 2020 |

The service seeks to protect children and staff from harassment by all persons.

***RELEVANT LAWS & OTHER PROVISIONS***

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *Duty of Care*
* *Work Health and Safety Act 2011*
* *NQS Area: 2.3.1, 2.3.2, 2.3.3; 4.2.1; 7.1.1, 7.1.2; 7.3.1, 7.3.2, 7.3.3, 7.3.5.*
* *Policies: Workplace Health and Safety, Emergency Equipment and Facilities, Drills and Evacuations, Fire Safety Compliance, Employee Orientation and Induction.*

**Procedures**

* In the event of harassment or unauthorised persons refusing to leave the premises the Director/ Co-ordinator or the supervisor will initiate the following drill.
* The staff member or child being harassed, or closest observer of the child or staff member being harassed will give a prearranged signal, which is made known to all staff, to begin the drill
* The Director/ Co-ordinator/ Responsible Person will sound the alarm
* The Director/ Co-ordinator/ Responsible Person will immediately obtain and if possible record relevant information e.g. physical description, car registration etc.
* A staff member will witness and provide back up to the Director/ Co-ordinator/ Responsible Person, but only if it does not place that person at risk of harm to themselves or children.
* A staff member will call the relevant emergency number
* A staff member will check and evacuate all rooms and near buildings that the Centre utilises.
* Staff will perform a head count of children in their care
* Staff will collect sign in ipads and parent contact numbers
* Staff will close and lock all windows and doors if appropriate to do so
* Once at the safe lockdown area staff will check roll and make sure all children are accounted for.

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| POLICY GROUP: EMERGENCIES | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: — BOMB THREAT POLICY 7.4 | REVIEWED: 2023REVISED: 2020 |

The following procedures are to be strictly adhered to. In the event of these procedures not meeting a particular emergency, it is expected that personnel will at all times use commonsense and a duty of care in respect to any necessary amendments. In situations where a bomb threat call has been received, the recording of certain basic information about the caller can assist the police with their enquiries.

***RELEVANT LAWS & OTHER PROVISIONS***

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *Duty of Care*
* *Work and Safety Act 2011*
* *NQS Areas: 2.1.2; 3.1.2*
* *Policies Preventative Health and Well-being, Protection of Children, Workplace Health and safety*

**Procedures**

* Director to ensure that the Service and all staff have appropriate and up to date information regarding bomb threat allegations
* Alarm will be a whistle that the Co-ordinator or O.H.S. Officer will be responsible for advising all occupants.
* The person answering the phone call should:
* Record the time of the call
* Write down what was said from the caller
* Try to keep the caller talking as much as possible
* If possible ask the questions on the checklist and record the answers
* Note any background noises or anything peculiar that may assist the police
* Refrain from replacing the receiver even though the caller may have done so.

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| POLICY GROUP: EMERGENCIES | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: BUSH FIRE POLICY 7.5 | REVIEWED: 2023REVISED: 2020 |

At Ironside OSHC, the following procedures have been put in place and are enforced by the parent committee and the school principal.

***RELEVANT LAWS & OTHER PROVISIONS***

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *Duty of Care*
* *National Construction code 2011 - Building Code of Australia, volume 1 (class 1 – 9 buildings)*
* *Fire and Rescue Service Act 1990, Building Fire Safety Regulation 2008*
* *NQS Area: 2.3.2; 7.1.1, 7.1.2; 7.3.2, 7.3.5.*
* *Policies:Workplace Health and Safety, Emergency Equipment and Facilities, Drills and Evacuations, Employee Orientat ion and Induction, Risk Management and Compliance.*

**Procedures**

* The Director/ Co-ordinator/ Responsible person will seek advice from S.E.S Fire Brigade and police prior to decision.
* Ring police and if they have not already been involved in the decision, advise that you are evacuating the premises.
* Notify the school
* Ring the local bus company
* Contact Community Centre
* Educators will perform a head count of all children in their care, and will check all toilets, storerooms and other areas to ensure that all children are accounted for
* Sign in ipads and wifi apparatus will be collected
* Parent contact list will be retrieved
* Buses will commute children to Community Centre
* Phone radio stations — announce that children have been evacuated to Community Centre.
* Parents to collect children from designated area immediately

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| POLICY GROUP: EDUCATORS | FORMULATED: 2020COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: EMERGENCY CLOSURE POLICY 7.6 | REVIEWED: 2023REVISED: 2020 |

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

 ***RELEVANT LAWS & OTHER PROVISIONS***

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *NQS Area 7*

**PROCEDURES:**

**Children and families**

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

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

Fees for unused sessions of care because of an emergency will be waived.

**Educators**

Once educators have made provisions for the children’s safety and wellbeing during the declared emergency, they should attend to their own personal safety and wellbeing needs. They made can attend to their personal needs sooner if deemed practicable. This may mean leaving the service early to get home if their route home is going to be affected by the emergency.

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

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

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| POLICY GROUP: EDUCATORS | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: ROLE & EXPECTATIONS OF EDUCATORS POLICY 8.1 | REVIEWED: 2023REVISED: 2020 |

The service endeavours to build a cohesive, motivated team of Educators, who are provided with adequate training and knowledge to enable them to discharge their crucial role as carers of children at the service.

***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*
* *Duty of Care*
* *NQS Area: 1.1.5, 1.1.6; 1.2; 2; 3; 4.1; 4.2; 5; 6.2.1; 6.3.2; 6.3.4; 7.1; 7.2; 7.3.1, 7.3.5*

*Policies: Respect for Children, Educator Ratios, Educators Practice, Recruitment and Employment of Educators, Employee Performance Monitoring, Review and Management, Employee Orientation and Induction*

**PROCEDURES**

* The service requires that all persons employed in the service are fit and proper to undertake work for which they are engaged in the service.
* It will be a condition of employment that their employment ceases immediately if they cease to become fit and proper for any reason.
* A person is considered fit and proper if in the reasonable opinion of the Director
* They can provide a high standard of childcare in a school age setting
* They are of good character and suitable to be entrusted with the care and protection of children.
* They have obtained and given to the licensee of the service a copy of a positive suitability notice.
* The Director/ Co-ordinators shall ensure that Educators are fully informed of the Policies & Procedures of the Centre. Educators will be informed of any changes to policies and will be given opportunities to have input into the review and update of policies each year.
* The Director shall ensure that there is an up to date copy of the Child Care Act and that the childcare regulations are available at the service.
* Educators are expected to abide by the Ironside OSHC agreed behaviours and the Employee Code of Conduct documents
* The Director/ Co-ordinator shall convene monthly meetings as required and all Educators are expected to attend.
* Educators will not be permitted to consume alcohol on the premises or during the hours they are working.
* Educators who require regular medication will hold a medical certificate that confirms their ability to care for children.
* Volunteer and trainee Educators are required to abide by the same requirements as paid Educators.
* Educators are expected to follow their job description as outlined and follow services policies and procedures
* Educators situated on floor with children are required to leave all mobile phone devices in staffing area.
* Personal mobile phones are not to be used for photos or video’s of children unless previous permission has been granted by the Director or responsible person.
* Any grievances are to be dealt with via the grievance procedure policy.
* 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).

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| POLICY GROUP: EDUCATORS | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: EDUCATIONAL LEADER POLICY 8.2 | REVIEWED: 2023REVISED: 2020 |

The service acknowledges the need to have a suitably qualified and experienced Educator to lead the development of the program and to ensure the establishment of clear goals and expectations for teaching and learning. The Nominated Supervisor (if not the Educational Leader) will oversee the development and implementation of the educational program for the service.

## *Relevant Laws and other Provisions*

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *Commission for Children and Young People and Child Guardian Act 2000*
* *Duty of Care*
* *NQS Area: 1; 2.2.2; 3.1.3; 3.2; 3.3; 4.2; 5.2.1, 5.2.3; 6.1.2, 6.1.3; 6.2.1; 6.3; 7.1; 7.2; 7.3.1, 7.3.2, 7.3.3, 7.3.5.*
* *Policies: Respect for Children, Educator Ratios, Educators Practice, Role and Expectations of Educators, Recruitment and Employment of Educators, Employee Performance Monitoring, Review and Management, 8 Employee Orientation and Induction, Quality Compliance, Approval Requirements under Legislation.*

## Procedures

The Approved Provider must nominate a suitably qualified Educator as the Educational Leader for the service.

The Educational Leader will be responsible to:

* Lead the development of the service program, using the approved learning framework to inform and guide children’s learning and development, and ensure that clear goals and expectations have been established;
* Ensure that curriculum decision making is informed by the context, setting and cultural diversity of the families and the community;
* Ensure that the foundation for the program is based on the children’s current knowledge, ideas, culture and interests;
* Ensure that each child’s learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluating;
* Ensure that critical reflection and evaluation of children’s learning and development is used for planning and to improve the effectiveness of the program;
* Mentor educators in the implementation of the program, provide professional support to assist with further skills and knowledge and provide opportunities for ongoing reflection and feedback on current practices.
* Educational Leader: The Approved Provider of an education and care service must designate, in writing, a suitably qualified and experienced educator, co-ordinator or other individual to lead the development and implementation of educational programs at the service (Regulation 118). This person must have a thorough understanding of the Early Years Learning Framework (or other approved learning framework), be able to guide other educators in their planning and reflection, and mentor colleagues in the implementation of their practice.
* Ensure that involvement in the Community is evident in the Centre programs
* Ensure that families have opportunities and support to be involved in the program and service activities as well as contributing to the review of service policies and decisions.

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| POLICY GROUP: EDUCATORS | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: NOMINATED SUPERVISOR 8.3 | REVIEWED: 2023REVISED: 2020 |

A Certified Supervisor and has been nominated by the Approved Provider of the service under Part 3 of the Act to be the Nominated Supervisor of that service, and who has consented to that nomination. The Nominated Supervisor has day-to-day responsibility for the service in accordance with the National Regulations. All services must have a Nominated Supervisor.

## *Relevant Laws and other Provisions*

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *Commission for Children and Young People and Child Guardian Act 2000*
* *Duty of Care*
* *NQS Area: 1; 2.2.2; 3.1.3; 3.2; 3.3; 4.2; 5.2.1, 5.2.3; 6.1.2, 6.1.3; 6.2.1; 6.3; 7.1; 7.2; 7.3.1, 7.3.2, 7.3.3, 7.3.5.*
* *Policies: Respect for Children, Educator Ratios, Educators Practice, Role and Expectations of Educators, Recruitment and Employment of Educators, Employee Performance Monitoring, Review and Management, 8 Employee Orientation and Induction, Quality Compliance, Approval Requirements under Legislation.*

## Procedures

* A Nominated Supervisor must provide written consent to accept the role of Nominated Supervisor
* ensuring that, in their absence from the service premises, another person with a Supervisor Certificate (a Certified Supervisor – is placed in day-to-day charge of the service
* ensuring that the name and position of the Responsible Person in charge of the service is displayed and easily visible from the main entrance of the service
* complying with the service’s Code of Conduct Policy at all times
* ensuring adequate supervision of children at all times
* ensuring the educator-to-child ratios are maintained at all times, that each educator at the service meets the qualification requirements relevant to their role, including the requirement for current approved first aid qualifications, anaphylaxis management training and emergency asthma management training, and that details of such training is kept on the staff record
* developing rosters in accordance with the availability of Responsible Persons, staff qualifications, hours of operation and the attendance patterns of children
* ensuring that volunteers/students and parents/guardians are adequately supervised at all times when participating at the service, and that the health, safety and wellbeing of children at the service is protected
* ensuring that less experienced educators and others engaged to be working with children are adequately supervised
* ensuring educators who are under 18 years of age are not left to work alone and are adequately supervised at the service
* providing details of their current Working with Children Check or VIT registration for the staff record
* sighting and recording details of current Working with Children Checks or VIT registrations before staff commence at the service
* ensuring that they are not affected by alcohol or drugs (including prescription medication) that would impair their capacity to supervise or provide education and care to children (Regulation 83)
* ensuring that they are aware of current child protection laws and any obligations that they may have under these laws

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| POLICY GROUP: EDUCATORS | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: EMPLOYMENT OF EDUCATORS POLICY 8.4 | REVIEWED: 2023REVISED: 2020 |

The service strives to follow a transparent process to employ Educators who are qualified/ unqualified/ in training and are appropriate for the job. The service also strives to be an equal opportunity employer.

***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*
* *Child Care Industry Award – State 2003 (for services operated by P&C Associations)*
* *Children’s Services Award 2010 (for services not operated by P&C Associations)*
* *Fair Work Act 2009 and National Employment Standards (for services not operated by P&C Associations)*
* *Duty of Care*
* *NQS Area: 4.1; 4.2.1; 7.1; 7.2.1; 7.3.1, 7.3.2, 7.3.5.*

*Policies: Educator Ratios, Educators Practice, Role and Expectations of Educators, Educational Leader, Employee Orientation and Induction, Quality Compliance, Approval Requirements under Legislation*

**PROCEDURES**

* Staff will be employed by the Director or Executive
* The reasonable enquires required for employing staff include

-requesting an appropriate resume from the candidate

- At least 3 referees

- An interview with the Director and possibly Co-ordinator

- Contacting at least 2 of the 3 referees

- Obtaining relevant clearances

- determining and obtaining a copy of appropriate qualifications as applicable

* All potential new Educators will be given a trial session to determine suitability.
* Once employed for the position, successful applicants will be given a written job description, confidentiality deed, contract of agreed behaviors and contract of employment.
* The successful candidate will be required to sign a declaration that they have accepted the position and agree to maintain confidentiality and adhere to Centre policies.
* New employees will attend a paid induction session
* Employees will be given a copy of their appraisal as they are assessed throughout the year.
* The Director and management committee will ensure that appropriate expert industrial relations advice is sought and obtained as necessary to deal with Educator issues with appropriate legal and industrial standards

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| POLICY GROUP: EDUCATORS | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: - EDUCATOR TRAINING POLICY 8.5 | REVIEWED: 2023REVISED: 2020 |

The Service endeavours to provide adequate ongoing training and development for educators to carry out their duties and to properly comply with the Policies and Procedures and other requirements of the Service.

***RELEVANT LAWS & OTHER PROVISIONS***

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* ‘My Time, Our Place’ Framework for School Age Care
* *Duty of Care*
* *NQS Area: 2.3.4; 4.1; 4.2.1, 4.2.2; 7.1.2, 7.1.3, 7.1.4, 7.2; 7.3.1, 7.3.2, 7.3.5.*
* *Policies: Educators Practice, Role and Expectations of Educators, Educational Leader, Performance Monitoring, Review and Management, Employee Orientation and Induction, Employee Qualifications Monitoring Progress, Quality Compliance.*

**PROCEDURES**

* The Director/ Co-ordinator will arrange professional development for Educators on a quarterly basis. Educators will receive training on the following areas and others as the need arises;
* Behaviour Management
* Nutrition
* National Quality Framework
* First Aid and CPR
* Asthma and anaphylaxis
* Dealing with conflict
* Positive relations within the workplace
* Team Building
* Additional Needs
* Skills for Educators
* Fire training
* Asbestos / OHS
* The Director will seek approval from Executive committee for Educators to attend such training
* The progress of any Educator who is currently undergoing training in a course relevant to their employment will be regularly monitored.
* Any Educator, who is currently undergoing training, must provide the Director with a transcript of their academic record at the start of each semester.
* The Director/ Co-ordinator will converse with students at monthly intervals to ensure requirements for course are being met.

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| POLICY GROUP: EDUCATORS | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: VOLUNTEERS & STUDENTS POLICY 8.6 | REVIEWED: 2023REVISED: 2020 |

Volunteers & students are a valued and integral part of the staffing of the service and are managed in a consistent and professional manner, in accordance with the other policies of the service which apply to employed staff. Their management may be modified if necessary to reflect the volunteer or student staff member's roles.

***RELEVANT LAWS & OTHER PROVISIONS***

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *Duty of Care*
* *NQS Area: 4.1; 4.2.1; 7.1.1, 7.1.2, 7.1.3, 7.1.5; 7.3.1, 7.3.2, 7.3.5.*
* *Policies: Educators Practice, Role and Expectations of Educators, Educator Orientation and Induction, Quality Compliance, Risk Management and Compliance.*

**PROCEDURES**

* All procedures of the service which are applicable to employed Educators are also applicable to volunteers and students, with modifications that reflect the role.
* Volunteers and students must be approved by the Executive Committee before they can commence work
* Volunteers and students are not permitted to discuss behaviour management techniques with parents
* Volunteers and students must hold the appropriate blue card before employment can commence.
* Volunteers and students will be given the Code of conduct, agreed behaviours, and confidentiality documents to read and sign before commencing work.
* Students will be appointed a workplace supervisor, who will be required to assist with practicum requirements and sign off any required workbook performances.
* Volunteers and students will be required to familiarise themselves with the Centre policies and abide by these.
* Volunteers and students are to abide by the centre grievance procedure and report any concerns to the Director/ Co-ordinators.
* Volunteers and students are required to sign the centre confidentiality deed upon employment.
* The Director or designated workplace supervisor will be responsible for reporting to appropriate organisational authorities in relation to students work performance.
* Students are encouraged to role model appropriate behaviours just as paid Educators
* The Director in consultation with the Executive have the right to cease volunteers or students if they see fit.

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| POLICY GROUP: EDUCATORS | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: STAFF GRIEVANCE POLICY 8.7 | REVIEWED: 2023REVISED: 2020 |

Educator grievances are respected and treated fairly and with the genuine desire to resolve such grievances wherever possible through the services complaints handling policy.

Employment related grievances may include, but are not limited to; Educator concerns about unsafe work practices and conditions, harassment by other educators, parents, management or children, reporting unsafe practices or procedures or any matter that might impede the Educator’s performance or well-being.

***RELEVANT LAWS & OTHER PROVISIONS***

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *Duty of Care*
* *NQS Area: 4.1; 4.2.1; 7.1.1, 7.1.2, 7.1.3, 7.1.5; 7.3.1, 7.3.2, 7.3.5.*
* *Policies: 3.3 – Educators Practice, 8.1 – Role and Expectations of Educators, 8.10 – Educator Orientation and Induction, 10.1 – Quality Compliance, 10.9 – Risk Management and Compliance.*

**PROCEDURES**

* Any employee who considers they have a grievance should first discuss the grievances with the Director. The Director will communicate the grievance to the management committee for action if required.
* The Educator is asked to complete a form of concern to be recorded
* The Director is to deal with the complaint or concern within the Service. If the employee is not happy with the resolution, or the concern is with the Director, then the concerns may be taken directly to an Executive member.
* Throughout the resolution process the person lodging the complaint will be consulted on the proposed action and informed of the progress towards resolution.
* If a concern in relation to a Director or Co-ordinator is taken to the Executive, they must inform the Director or the Co-ordinator of the complaint and resolve it in a respectful and professional manner.
* If the grievance is in regard to another Educator, strategies including mediation will be undertaken to seek to resolve the issue
* If Educators have a concern with an Executive member they can approach the Director or complete a form of concern which can be passed on directly to the President of the Executive.
* It would be expected that any employee grievances were to be taken seriously and dealt with in a timely manner via a meeting with parties involved.
* If the employee is not content with the outcome of the meeting they may contact their Union delegate for further advice

Centre Director who receive a general complaint or complaint:

 ❖ respond to and resolve issues as they arise where practicable

 ❖ maintaining professionalism and integrity at all times

❖ informing complainants of the service's Complaints Policy

❖ maintaining confidentiality at all times

❖ discussing minor complaints directly with the party involved as a first step towards resolution (the parties are encouraged to discuss the matter professionally and openly work together to achieve a desired outcome)

❖ recording all complaints in the Complaints form

❖ notify the Management Team if the complaint escalates and becomes a grievance is a notifiable complaint or is unable to be resolved appropriately in a timely manner

❖ providing information as requested by the Management Team e.g. written reports relating to the complaint

Centre Director who receive a grievance:

❖ listen to the person making the grievance , maintaining professionalism and integrity at all times

❖ inform them you will pass this grievance onto the Management Team for investigation

❖ recording all complaints and grievances in the Complaints and Grievances Register (refer to Definitions)

❖ provide information as requested by the Management Team e.g. written reports relating to the grievance

 ❖ working co-operatively with the Management Team and DEECD in any investigations related to the services programs or staff.

Educators who receive a general complaint or complaint:

 ❖ respond to and resolve issues as they arise where practicable

❖ maintaining professionalism and integrity at all times

❖ discussing minor complaints directly with the party involved as a first step towards resolution (the parties are encouraged to discuss the matter professionally and openly work together to achieve a desired outcome)

❖ inform the Educator – Qualified and the Centre Director of the issue/s that have risen and the outcome

Educators who receive a grievance:

❖ listen to the person making the grievance ,maintaining professionalism and integrity at all times

❖ inform them you will pass this grievance onto the Educator-Qualified and the Centre Director for investigation

Educators – Qualified who receive a general complaint or complaint:

❖ respond to and resolve issues as they arise where practicable

 ❖ maintaining professionalism and integrity at all times

❖ discussing minor complaints directly with the party involved as a first step towards resolution (the parties are encouraged to discuss the matter professionally and openly work together to achieve a desired outcome)

❖ inform the Centre Director of the issue/s that have risen and the outcome Educators

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| POLICY GROUP: EDUCATORS | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: EMPLOYEE ORIENTATION & INDUCTION POLICY 8.8 | REVIEWED: 2023REVISED: 2020 |

Upon commencement of employment, educators will undergo orientation and induction to familiarise them with the operation of the Service. This process seeks to prepare, support and facilitate, the working performance of new Educators and their ongoing capacity for employment within the service.

***RELEVANT LAWS & OTHER PROVISIONS***

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *Work Health and Safety Act 2011*
* *NQS Area: 1; 2; 3; 4; 5; 6.1.2; 6.2.1; 6.3.2; 7.1; 7.2.2, 7.2.3; 7.3.1, 7.3.2, 7.3.5.*
* *Policies: Educators Practice, Role and Expectations of Educators, Recruitment and Employment of Educators, Employee and Volunteer Grievance, Employee Code of Conduct.*

**PROCEDURES**

* The Director and or Co-ordinator shall take responsibility for the appropriate induction and orientation for the new employee.
* The orientation and induction process shall be for at least 1 week’s duration during which time a new employee will be assigned to a regular staff member who will guide him/her.
* The process shall include meeting with the new employee prior to engagement to complete all paperwork relating to their suitability for employment. (This will involve completing appropriate documentation to validate the new employee's blue card where one is already held by the candidate.)
* The employee will be provided with a staff information package which highlights key aspects of the role which he/she must familiarise themselves with prior to commencing work at the service,
* During the first day/session of employment, the new employee will be partnered with an experienced educator to shadow for the day.
* Educators will be given a job description which will outline their expectations whilst employed at the service.
* Educator will be placed on a 3 month probationary period and undergo a management review at the completion of the 3 months.

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| POLICY GROUP: EDUCATORS | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: EMPLOYEE LEAVE POLICY 8.9 | REVIEWED: 2023REVISED: 2023 |

The service management seeks to ensure that all employee leave and entitlements are managed in accordance with clearly articulated guidelines so as not to negatively impact on the operations of the service. This policy shall include all applicable forms of leave and relevant entitlements

***RELEVANT LAWS & OTHER PROVISIONS***

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *P&C Accounting Manual, P&C Operations Manual (for P&C managed services)*
* *Child Care Industry Award (State) 2003 (P&C managed services only), Children’s Services Award 2010, National Employment Standards.*
* *Fair Work Act 2009*
* *NQS Area: 4.1; 7.1.1, 7.1.2, 7.1.3; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
* *Policies: Educator Ratios, Role and Expectations of Educators, Recruitment and Employment of Educators, Quality Compliance Policy.*

**Procedures**

* All employees seeking to take extended leave such as Annual Leave or Leave without pay shall submit their request in writing to the Director at least two weeks prior to such leave being requested.
* Leave at intermittent times shall be record on Tanda by educators completing the availability register on the Tanda app.
* Director shall approve such leave unless the impact of leave is detrimental towards the successful operations of the service. Should leave be not approved, then the employee shall be entitled to have notification and rationale within 5 working days of the original request for leave.
* All sick leave shall be reported to the Director or Co-ordinator to ensure a suitable replacement can be obtained. If the Director is absent, a Co-ordinator will assume responsibility for the service on that day or throughout the duration of leave. The Director is to notify the Executive of the absence.
* Management shall ensure that Educators do not accrue any more than 6 weeks annual leave per annum unless this is due to long service leave entitlements accrued.
* This shall be monitored through provision of a balance sheet with annual audited reports documenting leave accruals. Educators shall receive notification of their leave accruals on their weekly or fortnightly payslip.
* All types of leave shall be appropriately recorded on timesheets.
* All casual educators are required to give notice of leave for holidays, prac placements or study/exam leave requirements.
* Director may at any stage reduce hours of any educator that continues to be unavailable for regular shifts or become unreliable for the needs of the service.
* Perm/Part time educators are required to keep 2 weeks annual leave per year for the centre closure over the Xmas period.
* Permanent part time employees may take up to 1 months absence from work for holidays at any one time, any longer leave will be at the discretion of the P&C management.
* Casual employees may take up to 2 months of leave at any one time with the exception of university placements that may be up to 1 term in total. However, this must be applied for in writing and be accompanied by a letter from university advising of dates of placement.

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| POLICY GROUP: EDUCATORS | FORMULATED: 2012COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: EMPLOYEE CODE OF CONDUCT POLICY 8.10 | REVIEWED: 2023REVISED: 2020 |

The service expects that all employees conduct themselves in such a way that is professional and in accordance with the philosophy and goals of the service. Employees are expected to actively demonstrate a positive attitude towards their work, the Service and the Service’s clients. The Service requires that all employees abide by the code of conduct at all times during their interactions with children, families, community members, management and other employees. A Code of Conduct establishes a standard of behaviour to be followed by the Approved Provider, Nominated Supervisor, Certified Supervisor, educators, staff, students on placement and volunteers at the service. The Code of Conduct defines how individuals should behave towards each other, towards the children in their care, and towards other organisations and individuals in the community.

##  *Relevant Laws and other Provisions*

*The laws and other provisions affecting this policy include:*

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *Commission for Children and Young People and Child Guardian Act 2000*
* *NQS Area: 4.2; 7.1.2, 7.1.3, 7.1.4, 7.1.5; 7.2.1, 7.2.2; 7.3.2, 7.3.3, 7.3.4, 7.3.5.*
* *Policies: Role and Expectations of Educators, Recruitment and Employment of Educators, Volunteers, Employee Orientation and Induction.*

##  Procedures

Employees shall be provided with a copy of the Service’s code of conduct/code of practice or code of ethics (and the agreed behaviours document prior to commencing employment.

Employees shall be expected to read the document and indicate that they have understood all the conduct requirements by signing the agreement.

Educators shall be expected to consistently uphold the agreement during their employment with the service.

Breaches to the agreement shall be taken seriously which may result in appropriate action taken on behalf of the employer/service.

In their relationships with children, the Approved Provider, Nominated Supervisor, Certified Supervisor, educators all staff, students and volunteers will demonstrate their commitment to high-quality education and care for children by:

❖ being a positive role model at all times

❖ encouraging children to express themselves and their opinions

❖ allowing children to undertake experiences that develop self-reliance and self-esteem

❖ maintaining a safe environment for children

❖ respecting the rights of all children

❖ contributing to a service environment that is free from discrimination, bullying and harassment

❖ speaking to children in an encouraging and positive manner

❖ listening actively to children and offering empathy and support

❖ giving each child positive guidance and encouraging appropriate behaviour

❖ regarding all children equally, and with respect and dignity

❖ having regard to the cultural values, age, physical and intellectual development, and abilities of each child at the service ❖ providing opportunities for children to interact and develop respectful and positive relationships with each other, and with other staff members and volunteers at the service

❖ informing children if physical contact is required for any purpose, and asking them if they are comfortable with this interaction

❖ ensuring all interactions with children are undertaken in full view of other adults

❖ encouraging and assisting children to undertake activities of a personal nature for themselves e.g. toileting and changing clothes

❖ respecting the confidential nature of information gained about each child while participating in the program.

In their relationships with parents/guardians and families, the Approved Provider, Nominated Supervisor, Certified Supervisor, educators’ staff, students and volunteers will demonstrate their commitment to collaboration by:

 ❖ being respectful of, and courteous towards, parents/guardians and families at all times

❖ considering the perspective of parents/guardians and families when making decisions that impact on the education and care of their child

 ❖ communicating with parents/guardians and families in a timely and sensitive manner

❖ responding to concerns expressed by parents/guardians and families in a timely and appropriate manner

❖ respecting the cultural context of each child and their family

❖ working collaboratively with parents/guardians and families

❖ respecting the privacy of information provided by parents/guardians and families, and keeping this information confidential, as required under the Privacy and Confidentiality Policy.

Relationships with colleagues at the service:

 In their relationships with colleagues, the Approved Provider, Nominated Supervisor, Certified Supervisor, educators’ staff, students and volunteers will demonstrate collegiality by:

 ❖ developing relationships based on mutual respect, equity and fairness

❖ working in partnership in a courteous, respectful and encouraging manner

❖ valuing the input of their peers

❖ sharing expertise and knowledge in appropriate forums, and in a considered manner

❖ respecting the rights of others as individuals

❖ giving encouraging and constructive feedback, and respecting the value of different professional approaches

❖ educator/educator relationships are to be declared to management and Educators will not be rostered on the same days due to conflict of interest within the workplace.

❖ If educators are not able to act professionally or work performance is in anyway affected due to relationship behaviours or issues then management may decide to terminate your employment

Professional responsibilities The Approved Provider, Nominated Supervisor, Certified Supervisor, educators and all staff will demonstrate commitment to their professional responsibilities by:

❖ undertaking their duties in a competent, timely and responsible way

❖ ensuring their knowledge and expertise is up to date and relevant to their role

❖ understanding and complying with legal obligations in relation to: − discrimination, harassment and vilification − negligence − mandatory reporting (child safe policy) − privacy and confidentiality − occupational health and safety − raising any complaints or grievances

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| POLICY GROUP: PARENT & COMMUNITY RELATIONSHIPS | FORMULATED: 2012COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: EMPLOYEE ON-LINE & SOCIAL NETWORKING POLICY 8.11 | REVIEWED: 2023REVISED: 2020 |

The service acknowledges that employees may access online social networking sites such as facebook, twitter, msn and various chat rooms to interact with friends, family and colleagues. This policy aims to establish guidelines on the access and outside work usage of online social networking, with the aim of preventing misrepresentations of the Service and/or its stakeholders. 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.

## *Relevant Laws and other Provisions*

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *Work Health and Safety Act 2011*
* *Duty of Care*
* *NQS Area: 4.3.1; 7.2.3, 7.3.2.*
* *Policies: Anti-bullying, Role and Expectations of Educators, Workplace Harassment and Bullying, Employee Code of Conduct.*

##  Procedures

### Definition

 ‘Social Networking Media’: refers to any online tools or functions that allow people to communicate via the internet. This includes, but is not limited to, applications such as:

* Google or any internet sites are not for personal use unless previous permission has been sought;
* Social networking sites: Facebook and Linkedin;
* Video and photo sharing websites: YouTube, Flickr;
* Blogging and micro blogging sites: Twitter and Bebo;
* All forums and discussion boards;
* Centre computers are not to be used for personal usage during working hours;
* Wiki’s: Wikipedia;
* E-learning portals (i.e. www.mytimeourplace.com.au).

### 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

❖ Any staff member is not to engage with parents/clients of the service in a personal manner. For example unless you have been friends with a client of the service prior to your employment you cannot befriend them on social media.

**If a staff member is found to have published on a social media page the following without permission from a member of the management team:**

1. photos of a child or children enrolled at the centre

2. comments or published documents about the service or its staff

3. 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

Good judgement and common sense must be used to ensure the reputation of the Service; its employees and stakeholders are not harmed during the use of social networking media. Once something is placed online, it spreads quickly and cannot be retracted.

While the Service does not wish to control personal private information released outside of work hours, any image, comment or status distributed by an employee that damages the reputation of the Service, its employees and other stakeholders, will be treated as a serious breach of this policy and may result in disciplinary action.

When using social networking media, the following guidelines must be adhered to always:

Children of the service should not be included as ‘friends’ on social networking sites;

Offensive comments are not to be made about fellow employees online. Comments that could misconstrued as offensive are not to be made. This will be viewed as cyber bullying.

Work-related problems/ issues should not be discussed online. Confidentiality must be maintained always;

It must be clear that personal views are not necessarily the views of the Service management and/or stakeholders;

Photos of employees in work uniform are not to be placed online unless they are on the service Facebook page;

If anything is posted online by others which may harm the reputation of the Service, its employees or stakeholders, and you have the capacity to delete such information, the Approved Provider asks that you do so immediately.

If something potentially dangerous to the image or people of the Service is found online, attention must be brought to the Director by the person who discovered it. This should be done immediately, and the information should not be shared with others.

The Service strives to provide a supportive environment for all families and children using the service and this extends to children of employees who may attend the service. The service, however also acknowledges the complexities that may arise when children of employees are participating in the Service’s program and activities. This policy strives to articulate a model for best practice when employees are providing direct care to their own children during their employment at the service.

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| POLICY GROUP: PARENT & COMMUNITY RELATIONSHIPS | FORMULATED: 2012COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: CHILDREN OF EMPLOYEES 8.11 | REVIEWED: 2023REVISED: 2020 |

##  *Relevant Laws and other Provisions*

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *Duty of Care*
* *NQS Area: 1.1.5; 4.2.1; 5; 7.1.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
* *Policies: Behaviour Support and Management, Exclusion for Behavioural Reasons, Role and Expectations of Educators,, Recruitment and Employment of Educators, Employee Orientation and Induction.*

##  Procedures

* Children of employees shall be permitted to be enrolled in and attend the Service using the priority of access guidelines as defined in this policy and procedure document.
* Children of employees must be eligible to attend a school age care program as described by relevant legislative instruments, namely the *Education and Care Services National Law 2010 and Regulations 2011.*
* Employees shall be expected to professionally carry out all duties expected of them while they are employed in the service, regardless of the attendance of their own children.
* Children of employees shall be provided with consistent care, consideration and involvement in the Service consistent with any other child participating in the program. The behaviour of children of employees shall be managed as it would any other child participating in the program.

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| POLICY GROUP: PARENT & COMMUNITY RELATIONSHIPS | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: ACCESS POLICY 9.1  | REVIEWED: 2023REVISED: 2020 |

This Service is available to all primary school age children and is primarily for those whose parents work or study. The program is designed to include children from various backgrounds e.g. cultural, religious, gender, disability, marital status and income. All sections of the community are respected, valued, catered for and encouraged to be involved in the operation of the Service.

***RELEVANT LAWS & OTHER PROVISIONS***

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *Child Care Services Handbook (for current year)*
* *Duty of Care*
* *NQS Area: 1.1.5; 3.1.3; 4.2.1; 6.1.1, 6.1.3; 6.3.1,6.3.3; 7.1.1; 7.2.1; 7.3.2, 7.3.4, 7.3.5.*
* *Policies: Including Children with Special/Additional Needs, Enrolment, Communication with Families.*

**Procedures**

* If demands for places provided at this service exceed those available, priority of access will be given based on guidelines given by the Commonwealth Department of Family & Community Services.
* The program and Educators will encourage equality, cultural diversity and will attempt to understand individual children's backgrounds and provide opportunities that are sensitive to their needs.
* To enable children to participate in the range of activities at the Service, the Director will invite and encourage all parents /guardians and their children to meet with staff regularly to agree how the service can adequately meet the needs of each child.
* Children going into high school will only be able to attend up until the Christmas break of their final year in primary school. The Director may assess individual circumstances to allow children to attend past this point.
* Any family that has a permanent enrolment. However, appears to be consistently absent for extended periods of time and is unable to produce a Drs letter confirming child has been ill. May have their bookings cancelled and offered to families on a waiting list. This will be at the discretion of the Director or Co-ordinator in her absence.
* Centre waiting list will be regularly reviewed and places offered to those families as they become available.
* If families choose to decline on a position offered they will then be removed to the bottom of the waiting list.

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| POLICY GROUP: PARENT & COMMUNITY RELATIONSHIPS | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: ENROLMENT POLICY 9.2 | REVIEWED: 2023.REVISED: 2020 |

The Service uses enrolment procedures to obtain all appropriate information about the specific needs of each child and to impart appropriate information to parents & guardians.

***RELEVANT LAWS & OTHER PROVISIONS***

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *Child Care Services Handbook (for current year)*
* *Duty of Care*
* *NQS Area: 1.1.5; 3.1.3; 4.2.1; 6.1.1, 6.1.3; 6.3.1,6.3.3; 7.1.1; 7.2.1; 7.3.2, 7.3.4, 7.3.5.*
* *Policies: Including Children with Special/Additional Needs, Enrolment, Communication with Families*

**Procedures**

* Enrolment forms will be prepared and regularly updated by the service to seek all required information in accordance with these policies and procedures.
* Enrolment forms are to be submitted via the online portal
* The Director will explain all enrolment procedures to potential customers
* The enrolment process will commence with an initial meeting between parents and the Director or Assistant Directors.
* To enable the service to fulfil its Duty of Care responsibilities to the child and comply with these policies and procedures, the following information in relation to children is requested from parents / guardians. All children's records are kept in an accessible and secure place
* Personal details
* Relevant medical details
* Relevant parental residential details
* Authorisations for child collection
* Any custody or court orders
* Centrelink reference numbers
* Contact details (parents/ caregivers/ alternate contacts)
* Doctors details
* Any special dietary, medical, religious, cultural, emotional or physical considerations
* Enrolment forms shall also include the written consent of the Parent / Guardian for the use of information by the service in keeping with this information handling policy.
* The service cannot provide its services to a child and may refuse to do so if the parent refuses to complete the enrolment form with information required for the child.
* All information obtained through the enrolment form will be kept in the strictest of confidence and used only for the purposes for which it is obtained.

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| POLICY GROUP: PARENT & COMMUNITY RELATIONSHIPS | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: COMMUNICATION WITH PARENTS POLICY 9.3 | REVIEWED: 2023REVISED: 2020 |

The Service encourages communication with and participation by the parents/ guardians because it enhances the service we provide. Parents are welcome to attend the service or talk to staff during operation hours. We encourage parents to voice any concerns in a way that will assist us to provide a better service for all children and families.

***RELEVANT LAWS & OTHER PROVISIONS***

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *NQS Area: 1.1.4, 1.1.5; 2.1.1, 2.1.4; 2.2.1, 2.2.2; 4.1; 4.2.1; 6.1; 6.2; 6.3.2, 6.3.3; 7.1.5; 7.2.1, 7.2.3; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
* *Policies: Arrivals and Departures of Children, Behaviour Support and Management, Exclusion for Behavioural Reasons, Including Children with Special/Additional Needs, Use of Photographic and Video Images of Children, Bookings and Cancellations, Homework, Excursions, Extra-curricular Activities, Escorting Children, Infectious Diseases, Medication, Food and Nutrition, Sun Safety, Anaphylaxis Management, Asthma, Enrolment, Complaints Handling, Fees, Information Handling (Privacy and Confidentiality), Information Technology, Court Orders and the Release of Children in Care.*

**Procedures**

* For new families at the Service, the first point of contact will be the Director or Co-ordinator, who will meet the parents / guardians and the child to discuss the Service and the child's needs and to answer any questions.
* All parents / guardians will be provided with a parent handbook which outlines policies and procedures on the first meeting or as soon as reasonably possible after it.
* Parents / guardians will be encouraged to meet with the Director by appointment, to discuss any concerns with respect to their child.

Information for parents will also be communicated through

* Monthly P & C meetings
* Meetings with Director or Co-ordinator
* Parent noticeboard
* Memos to families
* Mobile whiteboard
* Facebook Page
* Communication through Kangaroo time
* Emails
* Letters
* Verbally
* Children behaviour books
* Parents will be informed of changes to Centre Policies and Procedures after they have had input into the amendments. New policies will be displayed at parent sign in area / emailed to parents and hard copies can be given upon request.

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| POLICY GROUP: PARENT & COMMUNITY RELATIONSHIPS | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: COMMUNICATION WITH COMMUNITY POLICY 9.4 | REVIEWED: 2023REVISED: 2020 |

The Service is part of its local community and it seeks to act as a responsible neighbour and community member, both in the interest of its community and to enhance the experience of children as members of the community

***RELEVANT LAWS & OTHER PROVISIONS***

* Education and Care Services National Law Act, 2010 and Regulations 2011
* NQS Area 6.1.2, 6.2.2,6.3.1, 6.3.3, 6.3.4,
* Policies: Reporting Guidelines and Directions for handling disclosures and suspicions, Excursion, Extra curricula activities, Community engagement policy, Educational Program Planning

**Procedures**

* The Director is responsible for ensuring that the Service holds current contacts and information relating to community resources.
* The Centre has a parent notice board area which displays information, the service facebook page will distribute community events and other community interests.
* The Centre is managed by The Ironside State School P & C Association which holds monthly meetings and is open for any member of the community to attend.
* Members of the community will have free access to meet with the Director by appointment to discuss any issues or concerns in respect to the Service.
* The Director will treat all enquires and concerns, and the people making them, seriously and with respect will endeavour wherever possible to answer questions and provide required information. Confidentiality will be maintained always and as appropriate.
* The Director or Educational Leader will have communications and build rapport with community organisation through bookings of activities during the school holiday period.
* Any grievances or concerns from community members or organisations are to be directed to the Director to be dealt with.

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| POLICY GROUP: PARENT & COMMUNITY RELATIONSHIPS | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: COMPLAINTS HANDLING POLICY 9.5 | REVIEWED: 2023REVISED: 2020 |

The Service invites comments and complaints from children, parents / guardians, staff and the community, to ensure that Ironside OSHC provides a service that is keeping within these policies and procedures along with other applicable requirements. The service respects and considers all complaints, which require a resolution, seriously and attempts to find a satisfactory resolution wherever possible

***RELEVANT LAWS & OTHER PROVISIONS***

* Education and Care Services National Law Act, 2010 and Regulations 2011
* NQS Area 1.1.5, 4.2, 4.2.1, 4.2.2, 4.2.3, 5.1, 5.1.1, 5.2.2, 5.2.3, 6.1, 6.1.2, 6.2.1, 7.3.1, 7.3.2, 7.3.3, 7.3.4,
* Policies: Respect for children, Staff grievance, Communication with Parents, Communication with Community, Information Handling and confidentiality of records, Management code of conduct

**Procedures**

* The Director/ Co-ordinator shall be the first point of contact for all complaints
* However, the complainant will have direct access to the management committee, and the Director will permit and if appropriate encourage the complainant to do so if:
* The complaint is about the conduct of the Director or Directors
* The complainant is not comfortable taking the complaint to the Director
* The complainant is not satisfied with the Directors handling of the complaint
* The complaint is in regard to the management administration policy
* For this purpose, parents and others will be given the details of the committee if requested. Otherwise the complaint can be made in writing and passed on to the Executive.
* The Director will if possible, ensure that an Co-ordinator or Responsible person is present when discussing a complaint from a parent, member of the public or a member of staff.
* A record of the complaint will be kept for future reference
* The Director will seek to resolve all genuine and reasonable complaints in the most appropriate way possible in consultation with the complainant
* Discussions with the complainant are not to be conducted in the presence of the children, other parents, educators and heated discussion are to be avoided as far as possible
* Educators, Directors or any person any point to be intimidated or bullied by another person within the service
* The service will where possible follow the centres grievance policy when dealing with complaints.

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| POLICY GROUP: PARENT & COMMUNITY RELATIONSHIPS | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: PARENT PARTICIPATION POLICY 9.6 | REVIEWED: 2023REVISED: 2020 |

*\*No additional comments as of 14/04/2023\**

We endeavour to provide numerous opportunities for parents and families to spend time with their children and participate in the functioning of the Centre

***RELEVANT LAWS & OTHER PROVISIONS***

* Education and Care Services National Law Act, 2010 and Regulations 2011
* NQS Area 1.1.1, 1.1.2, 1.1.4, 6.1, 6.1.2, 6.2, 6.2.1, 6.2.2, 6.3.2, 6.3.4,
* Policies: Respect for Children, Behavioral support and management policy, Anti-bias and inclusion policy, Inclusion of children with special needs, educational programs, Observational recording, Medication policy, Access policy, Enrolment policy, Communication with parents, Complaints handling.

**Procedures**

* We recognise that parents are the child's most important teachers and caregivers, and when close cooperation and partnership between parents and Educators of the Centre occurs the needs of the children are fully met.
* We appreciate that time is precious to parents with their busy lifestyles, however we offer them the opportunity to spend as much time as they can manage to join us at the Centre.

 Parents can participate in the service by:

* Contributing ideas to the menu or the program, informing Educators of their child's interest, strengths and weaknesses makes it possible for us to cater for all children in our weekly programs.
* Assisting with the formulation and revising of centre policies.
* Sharing ideas for centres Quality Improvement Plan
* Donating appropriate useful resources such as recycled materials, dress ups etc.
* Volunteering time to assist with activities or sharing their expertise in various areas.
* Sharing their family’s culture through experiences and activities that are held at the service

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| POLICY GROUP: PARENT & COMMUNITY RELATIONSHIPS | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: HOLIDAY POLICY 9.7 | REVIEWED: 2023REVISED: 2020 |

*\*No additional comments as of 20/05/2023\**

We understand the importance of families spending quality time together and having time off during the year for family holidays. However, where children are booked in on a permanent basis fees will still be charged if they do not attend the service.

***RELEVANT LAWS & OTHER PROVISIONS***

* Education and Care Services National Law Act, 2010 and Regulations 2011
* NQS Area
* Policies

**Procedures**

Parents must give the Director and admin notice of impending holidays of at least 2 weeks where possible

Parents are reminded that the childcare benefit only entitles them to a certain amount of absences each year. This includes sick leave, holidays, and general absences. Parents/caregivers will be made aware that fees will still be charged for these days. However, holidays that are taken in blocks of 1 or 2 weeks will be offered half price fees during this time.

Families will be entitled to 4 weeks half fees holidays per year, any additional leave will be required to pay full fees.

It is extremely important that parents keep track of the allowable absences their child has accumulated. Once the allowable absences have reached the limit the Centrelink rebate will be cancelled.

Families will only be charged for Vacation Care holiday period if they book in for care during this time. No BSC or ASC fees are charged during the school holiday periods.

The service will automatically close for 2 weeks over the Christmas period each year. No charge of fees will be incurred during this time.

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| POLICY GROUP: PARENT & COMMUNITY RELATIONSHIPS | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: TERMINATION POLICY 9.8 | REVIEWED: 2023REVISED: 2020 |

Notice must be given to the Director either in writing or verbally if care is being cancelled or bookings are to be altered. This is to be sent via email to the administrator at contactus@ironsideoshc.org.au

***RELEVANT LAWS & OTHER PROVISIONS***

* Education and Care Services National Law Act, 2010 and Regulations 2011
* NQS Area 6.1.1,6.1.2, 6.1.3,6.2.1, 7.3.5
* Policies: Bookings and cancelations, Enrolment Policy, Communication with Parents policy, Fees policy

**Procedures**

* Any request for changes, additions or cancelations of days in which a child is enrolled must be made to the Director or the centre Administrator
* The Centre will not swap days where there are permanent bookings. If an additional day is required, it will be booked as a casual booking and the account will be charged accordingly.
* If children do not attend a session of care where they are booked in permanently, they will be marked as absent and the account will be charged the normal fee.
* Care will be terminated if fees are not up to date.
* Families that book in as a casual booking must give 48hrs notice of cancelation or they will be required to pay the fee for that session of care booked.
* Families that fail to follow centres policies or procedures may have care terminated as a result
* Bookings that are permanent and then rarely used will be terminated to make room for those families that require care on a regular basis.
* Any family that arrives outside the centre closing time of 6pm on a regular basis will receive a late collection fee and may have care suspended until arrangements can be made for children to be collected within the centre business hours

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| POLICY GROUP: PARENT & COMMUNITY RELATIONSHIPS | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: COMMUNITY ENGAGEMENT POLICY 9.9 | REVIEWED: 2023REVISED: 2020 |

\*No additional suggestions as of 4/5/2023

Ironside OSHC values the important role that the community has in the overall development, understanding and awareness of children. For this reason, the Service shall endeavour to engage with the local and wider community in mutually beneficial and supportive relationships to support children's lifelong learning and recreational enrichment.

***RELEVANT LAWS & OTHER PROVISIONS***

* Education and Care Services National Law Act, 2010 and Regulations 2011
* NQS Areas 6.2.2, 6.3.1, 6.3.3, 6.3.4
* Policies Respect for Children Policy, Protection of Children Policy, Anti-Bias and Inclusion Policy, Educational Program policy, Program Evaluation Policy, Excursion Policy, Transport for excursions Policy, Homework Policy, Access Policy, Enrolment Policy, Communication with Parents policy, Communication with Community Policy,

**Procedures**

* Accessible Community Resources,
* The methods in which such resources can be utilised e.g. excursions, incursions, support activities etc
* How such Community engagement will support the overall objectives of the service and program delivery
* When such Community resources may be able to be utilised throughout the year.
* The Director, Management and Educators shall identify local community resources where mutually beneficial and supportive relationships require establishment or enhancement.
* The Director, Management and Educators shall assist families by encouraging children to participate in outside OSHC activities whilst attending the service
* The service will charge an additional fee of $5.00 per family per day for any extracurricular activities that staff are required to escort children to and from on a daily basis.

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| POLICY GROUP: PARENT & COMMUNITY RELATIONSHIPS | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: MANAGEMENT OF INTOXICATED PERSONS 9.10  | REVIEWED: 2023REVISED: 2020 |

\*No additional suggestions as of 4/5/2023

On occasion, senior employees of Ironside OSHC may need to exercise duty of care in managing situations. These occasions as described by this policy may include those in which it is suspected that children may be released into the care of an intoxicated person or person under the influence of drugs. An employee of the service suspected of being under the influence of drugs, alcohol or other substance shall be referred to the "fit for work" policy and procedure. Any person who is not an employee of the service shall be requested to follow the policy and procedure as described.

Under no circumstances would the service recommend that unfit persons take on duty of care for children unless the following procedures have been duly considered.

***RELEVANT LAWS & OTHER PROVISIONS***

* Education and Care Services National Law Act, 2010 and Regulations 2011
* NQS Area 2.3.1,2.3.2, 2.3.3, 2.3.4, 6.1.3,6.2.2, 6.3.1
* Policies Respect for Children Policy, Protection of Children Policy, Arrivals and departures, Reporting of Child Abuse Policy, Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm, Child safe environment, Harassment and Lockdown, Roles and Expectations of Educators, Enrolment Policy, Communication with Parents, Communication with Community, Parent/Carers Code of Conduct

**Procedures**

* The family shall maintain the parental responsibility under the relevant acts and provisions to care for their children. In this case the parent shall:
* Understand and follow all laws regarding the collection and care of school age children and any individual service laws that they select of their own accord to use.
* Should the Person in Charge reasonably suspect that the parent, guardian or person authorised to collect the child is under the immediate influence of alcohol, drug or other substance he/she shall:
* Try to discuss concerns with parent, guardian or authorised person;
* If a person other than the parent is collecting the child, then a parent will be contacted to discuss concerns;
* Only release the child if required to by law;
* Call the police if an immediate threat to the welfare and wellbeing of children/and or family exists.
* Offer to call a taxi for the intoxicated person and notify the destination to be taken.
* At no point should any member of staff put their own welfare in jeopardy during this time.

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| POLICY GROUP: PARENT & COMMUNITY RELATIONSHIPS | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: PARENT/CARERS CODE OF CONDUCT 9.11 | REVIEWED: 2023REVISED: 2020 |

\*No additional comments/suggestions were made\*

The Service Strives to provide a safe and healthy workplace for employees and a caring and supportive environment for children and families. The Service expectations of parent conduct whilst attending the service are clearly explained in the parent information package and are further supported by this policy.

***RELEVANT LAWS & OTHER PROVISIONS***

* Education and Care Services National Law Act, 2010 and Regulations 2011
* Child Protection Act 1999 and Regulations 2003
* Duty of Care
* NQS Area 6.1.1, 7.1.1, 7.3.2, 7.3.4
* Policies; Protection of Children Policy, Arrivals and Departures of Children, Harassment and Lockdown, Employee Orientation and Induction, Communication with Parents, Communication with Community, Management of Intoxicated or drug affected Persons

Parents/Guardians shall be expected to communicate appropriately with all educators whilst dropping off or collecting their children, or other children as per authorisation.

Appropriate communication shall include, but not be limited to:

* Appropriate Language
* Calm and considerate tone.
* Be of sound mind
* Be of clear mind and not under the influence of any substances

Parents shall not be permitted to discipline verbally or in any other way the children of other families. Should a parent have an issue or concern regarding the conduct of another child, family, employee, incident, or procedure, they shall follow appropriate grievance procedures as outlined in this manual.

Parents/ Guardians who consistently breach the conduct expected of them whilst engaging with the service may be exposed to appropriate consequences which may result in the suspension of their family’s enrolment with the Service.

The Police may be notified if Parent/Guardian conduct within the service is threatening or violent. At no point shall any person be humiliated, verbal abused or threatened at Ironside OSHC.

Families are also asked to follow the expected guidelines when dealing with behaviour concerns of their own children. The centre will not stand or tolerate any form of physical or emotional abuse from any persons regarding a child they are caring for.

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| POLICY GROUP: MANAGEMENT & ADMINISTRATION | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: QUALITY COMPLIANCE POLICY 10.1  | REVIEWED: 2023REVISED: 2023 |

The service strives to obtain at least a level of “Meeting” under the National Quality Framework and to meet the requirements for licensees of Childcare Service under the Child Care Act. The Service strives to best fulfil its ability to care for children and to carry out the agreed policies and procedures of the Service.

***RELEVANT LAWS & OTHER PROVISIONS***

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* ‘My Time, Our Place’ Framework for School Age Care
* *NQS Area: 4.1; 7.1; 7.2; 7.3.*
* *Policies: Philosophy Statement, Goals, Reporting Guidelines and Directions Policy for Handling Disclosures and Suspicions of Harm, Educational Program Planning, Educators Practice, Food Act Compliance, Space and Facilities Requirements, Emergency Equipment and Facilities, Educational Leader, Approval Requirements under Legislation, Supervisor Certificate, Risk Management and Compliance, Managing Compliance within the Service.*

**Procedures**

* The Service has developed and will regularly review, and update written policies for the conduct of the Service.
* The Management Committee requires the Director to:
* Ensure and monitor the implementation of this quality compliance policy.
* Check for records and act on any non-compliance issues.
* Monitor changes in the Childcare Act, as advised by the Office of Early Childhood Education and Care.
* Advise the Executive Committee of the changes.
* To change policies and procedures as necessary to ensure they meet with the National Quality Framework
* To adopt a Service philosophy statement and goals which reflect the Foundation areas of the Framework requirements.
* To be responsible for conducting regular informal assessments monthly, and formal annual reviews of all employee performance and adherence to the Centre’s Policies and Procedures
* To ensure all educators have up to date knowledge regarding the Assessment and Rating process and take part in the services Quality Improvement Plan
* The Service Philosophy and Goals are displayed within the Centre and are included in the parent handbook and enrolment forms.
* Parents are actively encouraged to participate in decision making regarding the Centre Policies and Procedures.
* Assessment results will be displayed within the Centre for the parents to see.

The service aims to always improve on its current standards and continue to enhance educators’ knowledge through workshops and networking with other services.

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| POLICY GROUP: MANAGEMENT & ADMINISTRATION | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: ROLE OF MANAGEMENT COMMITTEE 10.2 | REVIEWED: 2023REVISED: 2020 |

The Service Management Committee defines clearly in writing its own role which is communicated with the licensee, parents, community, staff and other stakeholders to ensure that the Management Committee effectively fulfil its role. The governance of an organisation is concerned with the systems and processes that ensure the overall direction, effectiveness, supervision and accountability of a service. Under the National Law and National Regulations, early childhood services are required to have policies and procedures in place relating to the governance and management of the service.

***RELEVANT LAWS & OTHER PROVISIONS***

* *Associations Incorporation Act, 1981, (Qld) or Corporations Act, 2001 may apply (eg Directors’ duties) to your management committee or board or other governing body. Take expert advice if you are unsure of this.*
* *NQS Area 7.1.1, 7.1.5; 7.3;*
* *Policies: Recruitment and Employment of Educators, Employee and Volunteer Grievance, Performance Monitoring, Review and Management, Complaints Handling, Quality Compliance Policy, Budgeting and Planning, Management Code of Conduct, Strategic Planning*

**Procedures**

* The management committee has a written role statement which will be made available to all interested persons associated with the service
* In addition to anything else provided in the role statement from time to time the management committee is responsible to;
* Develop and update appropriate goals of the service
* Make the goals available to the parents upon request
* Monitor and review the performance of Director, ensuring Policies and Procedures are adhered to in accordance with information received.
* Devise a centre budget with input from the Director
* Ensure the service has the appropriate equipment and requirements for assessment and licensing purposes.
* Ensure that the budget considers all employee entitlements
* The committee is to evaluate its own performance and roles on an annual basis
* To liaise with employees in relation to complaints or grievances
* To ensure all employees, parents grievances are treated with confidentiality and respect.
* Ironside OSHC works on a Management team approach. The Management Team is made up of the Executive Committee then the Centre Director. These managers meet monthly and as necessary to ensure that the channels of communication are kept open that the centre provides the highest care, education programs and services to ensure the viability of the service. All members of the Management Team who gain access to confidential, commercially-sensitive and other information of a similar nature, shall not disclose that information to anyone unless the disclosure of such information is required by law.

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| POLICY GROUP: MANAGEMENT & ADMINISTRATION | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: BUDGETING & PLANNING POLICY 10.3 | REVIEWED: 2023REVISED: 2020 |

The management committee and the Director work together to develop effective and responsible laws and budgets for the ongoing operation of the service

***RELEVANT LAWS & OTHER PROVISIONS***

* *See your Service’s ‘Constitution’ or ‘Rules’ or ‘Memorandum and Articles of Association’ or equivalent for limitations and role of Management Committee or other governing body*
* *Associations Incorporation Act, 1981, (Qld) or Corporations Act, 2001 may apply (eg Directors’ duties) to your management committee or board or other governing body. Take expert advice if you are unsure of this.*
* *NQS Area: 3.2.2; 6.1.2; 7.1.1, 7.1.3; 7.2.3; 7.3.1, 7.3.2.*
* *Policies: Space and Facilities Requirement, Provision of Resources and Equipment, Recruitment and Employment of Educators, Educator Professional Development and Learning, Fees, Strategic Planning.*

**Procedures**

Budgets will be prepared by the Committee in liaison with the Director then submitted to the P & C for approval. Budgets will take into account the need for appropriate staff, facilities, equipment, maintenance and the requirements of the service to fulfil its Policies and Procedures.

Budget will include the expenditure for resources and ensure money is utilised and put back into the service.

Fees will be considered for increase on a yearly basis of $1.00 per session at the beginning of July, this comes in line with the government rebate alteration each year and means families don’t notice the increase.

Incursions and excursions cost are to be outlined in budget as an expenditure and then families will reimburse the service these as they pay their fees. The service may take on board some outgoing cost during these times.

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| POLICY GROUP: MANAGEMENT & ADMINISTRATION | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: — FEES POLICY 10.4 | REVIEWED: 2023REVISED: 2023 |

This Service aims to provide a quality service to families at an affordable price. The Management Committee will set fees based on the annual budget required for the provision of quality childcare, in keeping with the services philosophy statement, goals and policies and procedures.

***RELEVANT LAWS & OTHER PROVISIONS***

* *Child Care Service Handbook (for current year)*
* *NQS Area 6.1; 7.1.1; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
* *Policies: Excursions Policy, Enrolment Policy, Communication with Families Policy, Budgeting and Planning Policy, Strategic Planning Policy, Policy 2.5 Arrivals & Departures.*

**Procedures**

* Fees will be paid via Fat Zebra which is a direct deposit into the Centre’s bank account through their software application
* Parents will be charged for all care booked unless other arrangements have been made by the Director. This includes all absences for those with permanent bookings as per policy
* The fee structure is based on the recent information received from DEEWR via CCMS. Account holders must provide appropriate information on the enrolment forms for correct processing of fees. Parents are to contact Centrelink for CCB percentages and any issues with CCB or CCR.
* Parents will be given a weekly statement which will specify the amount owing and the due date for payment. All parents are to ensure this payment plan is strictly adhered to. Failure to do so will result in care being cancelled and the account being sent to the Centre’s debt collection agency.

OVERDUE FEES

* If accounts fall into arrears a reminder will be sent to the account holder to pay by a particular date.
* If payment is not received, overdue accounts will be forwarded to the executive committee and to a debt collector.
* If an account is unable to be paid due to financial circumstances, the account holder will be required to give a written explanation to the current P & C Executive via the Director

CANCELLATION BEFORE AND AFTER SCHOOL CARE

* If a permanent booking is cancelled and the account is in credit, the account holder will be required to provide bank details so that funds can be credited to the account holder.
* If the account holder wishes to resume care, whether permanent or casual, they will only be allowed to do so if their previous account has been paid in full.
* If a casual booking is cancelled with 48hrs notice, the account will not be charged.
* If no advice is given for cancellation of a casual booking, the account will be charged.

VACATION CARE

* Statements for vacation care will be issued at the beginning of each week of vacation care and are required to be paid in full by the end of that week’s care.
* One weeks’ notice for cancellation of a vacation care booking is required or the daily fee will still apply. In some instances, the activity fee will still be charged if notice is not given.
* If a child is away, the day’s fee will still be charged and in most circumstances, any additional activity charges will also be charged.

CLOSURE DUE TO EMERGENCY OR WEATHER CONDITIONS

* If the service is closed due to a pandemic or major weather event or directed to close by government, all fees will be charged whilst we await further instruction from the government regarding the waiving of any gap fees. All fees will stand and be required to be paid until informed otherwise.

PUBLIC HOLIDAYS

* Fees are not charged for public holidays or closure at Christmas time

ADDITIONAL FEES

* No notification of child absence $20.00
* Failure to sign your child in or out of the service is $10.00
* Termly activity fee $35.00 per child or $45.00 for family.
* Not having activity permission forms in by required date $5.00
* Service required to supply food during Vacation Care $15.00
* Late collection of children after 6pm $40 for every 15 min or part thereof. Eg (6.02pm $40) (6.16pm $80.00).
* Whilst additional fees apply enrolments will be cancelled if families continue to fail to abide by the service procedures and requirements as outlined in the service policies. (refer to: Arrivals & Departures Policy 2.5)

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| POLICY GROUP: MANAGEMENT & ADMINISTRATION  | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: RISK MANAGEMENT COMPLIANCE & MANAGING NOTIFICATIONS POLICY 10.5 | REVIEWED: 2023REVISED: 2023 |

The Service is, like all other enterprises, subject to several risks and important legal, regulatory, industry and policy requirements. The Service is a responsible organisation and seeks to act in a risk aware fashion, including by identifying and managing material risks and ensuring compliance as far as possible with all such requirements, in the interests of better providing the service and avoiding exposure to breaches which could threaten the delivery of some or all parts of the service. The Approved Provider recognises its obligation to ensure sound reporting and information sharing is established and effective. The service will ensure notifications are made as required and to the relevant authority. The Approved Provider recognises as an approved Education and Care service it must notify authorities within statutory guidelines to ensure compliance.

This policy and procedure developed by the service aims to identify specific obligations for staff and management to ensure proper internal and external reporting.

***RELEVANT LAWS & OTHER PROVISIONS***

***National Quality Framework***

*•* ***Education and Care Services National Law:*** *o s.173 Offence to fail to notify certain circumstances to Regulatory Authority*

*o s.174 Offence to fail to notify certain information to Regulatory Authority*

*o s.175 Offence relating to requirement to keep enrolment and other documents*

*•* ***Education and Care Services National Regulations:*** *o R.12 Meaning of serious incident*

*o R.168 Education and care service must have policies and procedures*

*o R.170 Policies and procedures to be followed*

*o R.171 Policies and procedures to be kept available*

*o R.174 Time to notify certain circumstances to Regulatory Authority*

*o R.174A Prescribed information to accompany notice*

*o R.175 Prescribed information to be notified to Regulatory Authority*

*o R.176 Time to notify certain information to Regulatory Authority*

*•* ***National Quality Standard:***

*o QA2 – Children’s health and safety*

*o QA7 – Governance and leadership*

***Additional Regulatory Context and Guidance***

*• Privacy Act 1988 (Cth)/ Information Privacy Act 2009 (Qld)*

*• Work Health Safety Act 2011 (Qld)*

*• National Principles for Child Safe Organisations*

**Procedures**

* The management committee in conjunction with the Director will develop and maintain a risk management program appropriate to the service, including a method of ensuring that the service takes appropriate steps to comply with:
* Policies and procedures
* Licensing requirements
* Laws applicable to the service
* Policies and procedures shall be reviewed annually in collaboration with parents and staff and shall take into regard any changes to regulations, laws or licensing requirements.
* The Director will attend all appropriate forums regarding the updating of Service licensing or regulatory information.
* The Director shall inform all staff of changes through either slack notices or staff meetings.
* The Director is responsible to monitor changes in the National Quality Framework.
* The Director will proactively keep informed by subscribing to appropriate information services, industry bodies and attending all relevant and appropriate forums for discussing these issues along with networking with other services.

**NOTIFICATIONS**

National Quality Framework (Regulatory) Notifications

**NQAITS Portal – Notification Submissions**

The relevant delegate must make the submission on behalf of the service to the Regulatory Authority using the National Quality Agenda IT System (NQA IT System).

The management of user accounts will be delegated at the discretion of the Approved Provider, it is expected this would include:

• Any Nominated Supervisors.

• Any other relevant Responsible Persons and/or administrators.

Procedures specify the circumstances where notifications are to occur and the role responsible for making relevant submission. For circumstances outside of incidents and complaints, it will be a representative of the Approved Provider who will manage notifications and the submission of attachments.

**Regulatory Authority Notifications**

The National Law and Regulations sets out particular circumstances and information that must be provided to the Regulatory Authority within strict timeframes. *These are outlined in the table on the following page.*

Additional Reporting

**Mandatory Reporting (Child Protection)**

Where a staff member of the service has a reasonable suspicion, a child may be in need of protection they are to follow the 2.12 Child Protection and Mandatory Reporting policy and report the matter to Child Safety.

**Public Health**

While unlikely, there is potential for the service to report relevant occurrence of infectious diseases to the local Public Health Unit. Circumstances surrounding notifications and reporting is set out in policy.

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| POLICY GROUP: MANAGEMENT & ADMINISTRATION | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: APPROVAL REQUIREMENTS UNDER LEGISLATION 10.6 | REVIEWED: 2023REVISED: 2020 |

As part of the service risk management and compliance obligations, the Management Committee and the Operations Manager shall jointly be responsible to ensure that the Service complies with the Approval requirements under the *Education and Care Services National Law 2010 and Regulations 2011.*

##  *Relevant Laws and other Provisions*

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *NQS Area: 7.1.1, 7.1.4; 7.2.1; 7.3.1, 7.3.2, 7.3.3.*
* *Policies: Quality Compliance, Role and Composition of Management Committee, Supervisor Certificate, Information Handling (Privacy and Confidentiality).*

##  Procedures

An application for Provider Approval must be made, in writing, to the relevant Regulatory Authority prior to the service being operational.

An Approved Provider may apply, in writing, to the Regulatory Authority for Service Approval to operate an education and care service if the Approved Provider is or will be the operator and will be responsible for the management of the staff members and nominated supervisor for that service.

Information required to be provided to the Regulatory Authority as part of the Service Approval process includes, but is not limited to:

* The location and street address of the proposed service;
* Plans prepared by a building practitioner showing the location of:
	+ All buildings, structures, outdoor play and shaded areas;
	+ Location of entry and exits;
	+ Location of toilets and hand washing facilities;
	+ Floor plan showing unencumbered indoor and outdoor spaces;
	+ Calculations verifying regulated space requirements.

As part of the Service Approval process, the Director shall be delegated as the Nominated Supervisor. This will be communicated in writing to the Regulatory Authority and appropriate paperwork completed. Whilst the Service provides, or aims to provide, regular child care to school age children, the Management Committee and the Director are jointly responsible to ensure that the Service will not operate at any time if some person or body does not hold a current approval in respect of the Service.

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| POLICY GROUP: MANAGEMENT & ADMINISTRATION | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: NOMINATED SUPERVISOR 10.7 | REVIEWED: 2023REVISED: 2020 |

As part of the Approved Provider obligations under the previous policy (10.5), to obtain Service Approval, a Certified Supervisor must be nominated, in writing to the Regulatory authority, to be the Nominated Supervisor for the service. The Nominated Supervisor is delegated by the Approved Provider to be in charge of the day to day operations of the service.

##  *Relevant Laws and other Provisions*

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *NQS Area: 4.2.1; 7.1; 7.3.1, 7.3.2, 7.3.3, 7.3.5.*
* *Policies: Role and Expectations of Educators, Recruitment and Employment of Educators, Quality Compliance, Approval Requirements under Legislation, Information Handling (Privacy and Confidentiality).*

 Procedures

The Nominated Supervisor of the service MUST hold a current Supervisor Certificate in accordance with the *Education and Care Services National Law 2010 and Regulations 2011*. A Supervisor Certificate allows the person to whom it is issued, with their written consent, to be placed in the day to day charge of an approved education and care service, either as the Nominated supervisor or when the Nominated Supervisor is absent from the service.

Application for a Supervisor Certificate may be made:

* In writing to the Regulatory Authority, including the prescribed fee;
* By an individual over 18 years of age; and
* In the jurisdiction which they currently, or intend to, reside in.

Applicants for a Supervisor Certificate must satisfy the Regulatory Authority that they:

* Are a fit and proper person to be a supervisor of an education and care service;
* Meet the prescribed minimum for qualifications, experience and management capability;

Management of the service will seek written consent from a designated Certified Supervisor to take on the role of the Nominated Supervisor for the service, as per legislated requirements for Service Approval.

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| POLICY GROUP: MANAGEMENT & ADMINISTRATION | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: INSURING RISKS POLICY 10.8 | REVIEWED: 2023REVISED: 2020 |

As part of a responsible approach to identifying and managing risks, this service will endeavour to have adequate insurance protection. Educators, children, parents and the management committee members will be protected from the financial repercussions of public liability.

***RELEVANT LAWS & OTHER PROVISIONS***

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *Associations Incorporation Act, 1981,* (Qld) or *Corporations Act, 2001* may apply (eg Directors’ duties) to your management committee or board or other governing body. Take expert advice if you are unsure of this.
* *NQS Area: 2.3.2; 4.2.1; 7.1.1; 7.3.1, 7.3.2, 7.3.3, 7.3.5.*
* *Policies: Quality Compliance Policy, Approval Requirements under Legislation, Risk Management and Compliance Policy*

**Procedure**

* Responsibility rests with the management Committee to take out and keep current adequate public liability, building and contents and other insurances. All insurance will be purchased through QCPCA broker, Marsh Insurance
* The management committee will ensure this insurance is reviewed yearly and that the service has adequate workers compensation insurance for all Employees and volunteers.
* In the event of a claim being made the Director will notify the executive immediately
* If directed by the Management Committee, the Director will notify the insurance company, ensure that the service follows all directions of the insurance company and in case of material or significant claims, and seek legal advice for the service.
* Director will ensure all appropriate paperwork is completed regarding any workers compensation claims and that educators when returning to work will do so according to the guidelines outlined by the doctors or compensation claim requirements.
* Educators will undergo OHS workshops on a yearly basis to ensure they are aware of appropriate manual handling practices to avoid injury within the workplace.

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| POLICY GROUP: MANAGEMENT & ADMINISTRATION | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: INFORMATION HANDLING CONFIDENTIALITY AND KEEPING OF RECORDS 10.9 | REVIEWED: 2023REVISED: 2023 |

To protect children and better provide its service, the service seeks and deals with personal and sensitive information relating to families, children and others. The service respects the privacy of all individuals and seeks only information which it needs for these purposes and handles that information with confidentiality and sensitivity and in keeping with legal requirements.

***RELEVANT LAWS & OTHER PROVISIONS***

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *Privacy Act, 2000 (Commonwealth) and amendments*
* *NQS Area: 1.1.4; 1.2.1, 1.2.3; 2.1.1; 2.3.3, 2.3.4; 4.2.1; 6.1.1, 6.1.3; 6.2.1; 6.3.2, 6.3.3, 7.1.1, 7.1.2, 7.1.5; 7.2.1; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
* *Policies: Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm, Use of Photographic and Video Images of Children, Observational Recording, Recruitment and Employment of Educators, Employee Performance Monitoring, Review and Management, Enrolment, Communication with Families, Complaints Handling*

**Procedure**

* The service gathers only the information it needs to provide its services and protect and care for children and Employees.
* Ironside OSHC obtains written consent from families allowing the Service to use information regarding their children to best deliver an inclusive program and to comply with its duty of care. This is done through the enrolment and other related procedures as new information is received.
* All information is stored in locked filing cabinets
* Records of the service are only to be accessed by authorised personnel or for the Service to fulfil its Duty of Care.
* Any records pertaining to the disclosure of abuse or submissions to child protection must be kept for 45 years from time of disclosure.
* All records regarding children illnesses or injuries will be kept until the child reaches 24 years of age.
* Records will be scanned into one drive and filed as service has lack of space for storage of paperwork.

The Director will ensure that children's details are updated every 12 months or immediately after being notified of a change by the parent/ guardian.

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| POLICY GROUP: MANAGEMENT & ADMINISTRATION | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: CCS & ACCS MANAGEMENT & COMPLIANCE 10.10 | REVIEWED: 2023REVISED: 2023 |

***PROCEDURE***

The service is committed to ensuring that Childcare Subsidy (CCS) and Additional Child Care Subsidy (ACCS) is administered effectively and in accordance with relevant legislation. The procedures outlined in this policy describe the steps taken to ensure compliance with the service’s obligations as an approved childcare service for the purpose of administering ACCS.

Additional Childcare Subsidy provides additional fee assistance to support vulnerable or disadvantaged families and children. This support recognises the preventative and protective influence of quality childcare on a child’s health, wellbeing and development, and the importance of continuity of care.

There are four different payments under Additional Childcare Subsidy:

1. Additional Childcare Subsidy (child wellbeing) — to help children who are at risk of serious abuse or neglect.

2. Additional Childcare Subsidy (grandparent) — to help grandparents on income support who are the principal caregiver of their grandchildren.

3. Additional Childcare Subsidy (temporary financial hardship) — to help families experiencing financial hardship.

4. Additional Childcare Subsidy (transition to work) — to help low-income families transitioning from income support to work.

Apart from ACCS (child wellbeing), the claims for ACCS are may by parents/caregivers via MyGov or Centrelink. Where relevant, the service will support families to access relevant fee assistance through providing information.

**ACCS (Child Wellbeing)**

This payment aids with the cost of care for families who care for a child at risk of serious abuse or neglect. Unlike other subsidies, the service applies for the child wellbeing subsidy on behalf of a family.

The application and management of ACCS (child wellbeing) payments will uphold the service’s commitment to integrity of the CCS system.

**Reporting and Integrity**

The service recognises that strategies must be in place to ensure the service complies with the requirements for the administration of Childcare Subsidy, including reporting and that the service has an obligation to design and implement procedures for the detection and prevention of fraud in relation to CCS payments.

***RELEVANT LAWS & OTHER PROVISIONS***

**National Quality Framework**

• National Quality Standard: o QA2 – Children’s health and safety

o QA6 – Collaborative partnerships with families and communities

o QA7 – Governance and leadership.

**Additional Regulatory Context and Guidance**

• A New Tax System (Family Assistance) Act 1999 (Cth)

• Australian Government Child Care Provider Handbook

**Procedure CCS**

The service will implement the following procedures to comply with the administration requirements of child care subsidy:

• Ensure that only \***authorised persons** within the service have access to the service’s licensed software for the administration of CCS.

• Ensure that all staff who require access to the system used to administer CCS meet the fit and proper requirements.

• Ensure that all committee members of the ‘Approved Provider’ meet the **fit and proper** (see below) requirements.

• Reconcile payments received with payments expected.

The service will implement procedures to detect and minimise fraud, including:

• Ensuring persons administrating CCS elements on behalf of the service meet specified fit and proper requirements.

• Ensuring all service finances are handled in accordance with service policy, accounting manuals and best practice guidelines.

• Ensuring there is no personal ‘conflict of interest’ of staff or the governing body in the management of CCS.

• Ensuring staff are appropriately trained in CCS compliance and the use of service software.

**Fit and Proper Persons**

A ‘fit and proper person’ is a person who has met the requirements of Section 43 of the Child Care Subsidy Minister’s Rules 2017, which requires a provider to undertake particular suitability checks for each Person with Management or Control of the Provider.

**Additional Child Care Subsidy (ACCS)**

The service will maintain access to a current copy of the Australian Government Child Care Provider Handbook to support in accessing relevant guidance on ACCS.

ACCS (Child Wellbeing)

As a CCS provider, the service is centrally involved in identifying children who require extra support through ACCS (child wellbeing). The service will maintain access to a current copy of the Australian Government Child Care Provider Handbook to support in accessing relevant guidance on ACCS.

For the purposes of Additional Child Care Subsidy (child wellbeing), a child is taken to be at risk of serious abuse or neglect if the child is at risk of experiencing harm, as a result of current or past circumstances or events that resulted in the child being subject to, or exposed to, any of the following:

• serious physical, emotional or psychological abuse, or

• sexual abuse, or

• domestic or family violence, or

• neglect.

The Minister’s Rule sets out in detail the circumstances when a child is taken to be at risk of serious abuse or neglect for the purposes of Additional Child Care Subsidy (child wellbeing). The definition of ‘at risk’ includes situations where the child is likely to experience those circumstances in the future (for example, the future risk is ‘real and apparent’). This allows families to be eligible for the subsidy at the appropriate earliest point and potentially before they are known to a child protection agency.

Any child who is identified as being at risk under state or territory child protection law will meet the definition of at risk and the individual (or provider) will, therefore, be eligible to receive the payment.

There are two ways for the service to access Additional Child Care Subsidy (child wellbeing):

1) Giving an Additional Child Care Subsidy (child wellbeing) certificate

2) Additional Child Care Subsidy (child wellbeing) determination.

Where the service has identified a child a risk, the first steps will be to apply for a certificate on behalf of the family. When applying for a ACCS certificate, the Nominated Supervisor will refer to the Child Care Provider Handbook for up-to-date instruction on the relevant steps.

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| POLICY GROUP: MANAGEMENT & ADMINISTRATION | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: INTELLECTUAL PROPERTY & COPYRIGHT POLICY 10.11 | REVIEWED: 2023REVISED: 2020 |

Ironside OSHC develops many written materials for the purposes of operating an OSHC service. These written materials include, but are not limited to:

• Policies and procedures manuals

• Handbooks

• Operational Documents and Forms

All materials written by employees, volunteers or other agents for the OSHC shall be the Intellectual property of Ironside OSHC School Age Care

***RELEVANT LAWS & OTHER PROVISIONS***

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *Copyright Act 1968*
* *NQS Area: 7.1.2; 7.1.4; 7.3.2, 7.3.4.*
* *Policies: Educational Leader, Quality Compliance*

**Procedures**

* Where employees are engaged to develop written materials specifically for the operational purposes of the service, these materials shall be dated and marked with Ironside OSHC
* If appropriate the document shall be further marked with the words 'copyright' or the relevant symbol.
* The document shall also be labelled with the author of such document if considered appropriate.
* Employees or other agents engaged by the Service to produce written materials shall observe intellectual property laws ensuring that all direct quotations and ideas are appropriately referenced and acknowledged.
* Materials that have been purchased and provide copyright authority shall be used specifically in accordance with the granted authority and permission for purpose.
* Copyright shall be strictly observed with all photocopying and distributing of documents other than those owned by the service which may be copied freely for use of the Service.
* All written materials shall be marked “draft” until ratified by the Director unless ratified at a staff meeting

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| POLICY GROUP: MANAGEMENT & ADMINISTRATION | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: MANAGEMENT CODE OF CONDUCT POLICY 10.12 | REVIEWED: 2023REVISED:2020 |

The Service expects that all members of Management shall conduct themselves in such a way that is professional and in accordance with the philosophy and goals of the service. Management are expected to actively demonstrate a positive attitude towards their role, the Service, the employees and the Service’s clients. The Service requires that all Management abide by the code of conduct at all times during their interaction with children, families, community members, employees and other members of management.

##  *Relevant Laws and other Provisions*

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *Duty of Care*
* *NQS Area: 6.1.2; 7.2.1; 7.3.2, 7.3.4, 7.3.5.*
* *Policies: Role and Composition of Management Committee, Information Handling (Privacy and Confidentiality).*

##  Procedures

* Management shall be provided with a copy of the Service’s code of conduct/code of practice or code of ethics prior to commencing their position.
* Management shall be expected to read the document and indicate that they have understood all the conduct requirements by signing the agreement.
* Management shall be expected to consistently uphold the agreement during their time with the Service.
* Breaches to the agreement shall be taken seriously which may result in appropriate action taken on behalf of the Service.
* Management shall maintain confidentiality always
* Management will endeavor to promote the service in a positive way always
* Management will ensure that Educators follow the service policies and procedures and are involved in any updates

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|  POLICY GROUP: MANAGEMENT AND ADMINISTRATION | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: INFORMATION TECHNOLOGY POLICY 10.13 | REVIEWED: 2023REVISED: 2020 |

The Service acknowledges and recognizes the significant impact of information technology on OSHC services and therefore aims to have suitable policies and procedures in place to ensure that information technology is used appropriately and in the best interests of the children, families and employees who use the Service.

##  *Relevant Laws and other Provisions*

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *Duty of Care*
* *Commission for Children and Young People and Child Guardian Act 2000*
* *Commission for Children and Young People Amendment Act (No 1) 2006.*
* *NQS Area: 1.1.1, 1.1.2, 1.1.5; 1.2.2; 3.2.2; 4.2.1; 5.2.1; 6.1.2; 6.2.1; 7.1.2; 7.2.1; 7.3.5.*
* *Policies: Use of Photographic and Video Images of Children, Children’s Belongings, Educational Program Planning, Provision of Resources and Equipment, Employee Orientation and Induction, Employee Online Social Networking, Information Handling (Privacy and Confidentiality).*

##  Procedures

* Information technology shall be considered a valuable learning tool for school age children attending School Age Care Services and shall be included as an appropriate part of the overall program when accessible.
* Information technology shall include computer equipment, games, internet access and other forms of communication technology including mobile phones and cameras.
* Information technology accessible to children such as the internet shall be monitored by educators. Approved mechanisms shall be put in place to ensure that children who are able to access the internet at the Service do not have access to inappropriate sites or information. Children will be educated regarding the safe use of information technologies.
* Educators shall not be permitted to use personal mobile phone cameras to take photos of children, unless they are to be used for programming purposes or the Centre’s Facebook page
* The Service shall take precautions to ensure computer games accessible to children are appropriate for the use of school age children and that Government classifications are followed where appropriate.

### Online Social Networking

* With the knowledge and consent of the Approved Provider, the Service may set up its own social networking (eg Facebook) page, with an aim to increasing communication with families and the school community.
* Good judgement and common sense must be used to ensure the reputation of the Service; its employees and stakeholders are not harmed during the use of social networking media. Once something is placed online, it spreads quickly and cannot be retracted.
* Employees authorised to access the Service’s social networking page will adhere to the following guidelines:
* Only families enrolled with the Service will be invited to participate through the email address provided;
* Under no circumstances are children attending the service to be invited to participate in the Service’s social networking site;
* Only Information and/or comments relating to the activities and operations of the Service will be posted on the Service’s social networking site.;
* Only school staff known to the Service shall be invited i.e. teachers, school leaders etc.
* Employees authorised to access the Service’s social networking site are also required to adhere to the participation guidelines as listed further in this policy.

While the Service does not wish to control personal private information released outside of work hours; any image, comment or status distributed by an employee that damages the reputation of the Service, its employees and other stakeholders, will be treated as a serious breach of this policy and may result in disciplinary action.

When using social networking media, the following guidelines must be adhered to always:

* Offensive comments are not to be made about fellow employees online. This will be viewed as cyber bullying. Even if comments are not made directly, they may still be viewed indirectly by multiple people;
* Work-related problems, tasks and ventures should not be discussed online. Confidentiality must be maintained always;
* Be clear that your personal views are yours, and not necessarily the views of the Service management and/or stakeholders;
* Photos are not to be placed online if they are of an unprofessional nature;
* If anything, which may harm the reputation of the Service, its employees or stakeholders, is posted online and educators have the capacity to delete such information, the Approved Provider asks that you do so immediately.

If something potentially dangerous to the image or people of the Service is found online, bring this to the attention of the Director. This should be done immediately, and the information should not be shared with others.

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| POLICY GROUP: MANAGEMENT AND ADMINISTRATION | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: PURCHASING POLICY 10.14 | REVIEWED: 2023REVISED: 2020 |

The Service management seeks to implement measures which provide financial protection and minimise the risk of fraudulent, inappropriate or negligent financial practices. Such policy seeks to protect the financial reputation of the organisation and its ongoing viability.

##  *Relevant Laws and other Provisions*

* *P&C Accounting Manual*
* *P&C Operations Manual*
* *NQS Area: 2.2.1; 3.1.1; 3.2.2; 6.1.2; 7.1.1; 7.3.1, 7.3.2, 7.3.5.*
* *Policies: Provision of Resources and Equipment, Budgeting and Planning, Risk Management and Compliance, Asset Management*

Procedure

When purchasing is carried out within the Service, the conduct of purchases will be in line with the following five principles:

* Open and effective communication;
* Value for money;
* Enhancing the capabilities of local business and industry;
* Environmental protection;
* Ethical behaviour and fair dealing.

All requests for purchases must be made to the Director or Assistant Co-ordinator. The responsibility for ordering shall be whomever they nominate to purchase the goods.

Purchase limits extend to goods over $1000 for a single item and goods over and above the 3-month budget forecast.

Exceptions may apply when a government grant (or other grant) requires that goods be purchased within a given timeframe and that this timeframe is earlier than an approved management meeting.

Management does not condone ‘order splitting’ so that purchases above the maximum limit can be made. Where the total cost of the intended purchase exceeds $1000 for a single item or is over and above the budgeted expense for such items within a 3-month time frame, then executive authority is to be obtained.

All purchases over $1000 shall require two written quotes or research evidence and purchases over $3000 shall require three written quotes or research evidence depending on the scope of purchase. This does not include regular stock items such as cleaning or craft supplies

Management shall ensure that the purchasing policy does not negatively impact on the efficient operations of the service and that all purchase requests are followed up in a timely manner.

Authorisation for purchases over $1000 may be approved in events of emergency where two approved members of management have been contacted and agreed to the expense. Documentation of such discussion shall be made and presented at the next approved management committee meeting.

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| POLICY GROUP: MANAGEMENT AND ADMINISTRATION | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: RECORD BACK UP AND OFF SITE INFORMATION HANDLING POLICY 10.15 | REVIEWED: 2023REVISED: 2020 |

The Service acknowledges and recognises that considerable amounts of information pertaining to the daily and historical operations of the Service are stored on computer or other files.

The storage and long term maintenance of this information is vital in the monitoring of compliance activities and to prevent the Service from losing valuable information, therefore it is important to maintain effective storage procedures.

##  *Relevant Laws and other Provisions*

* *Commonwealth Child Care Act 1972 (Child Care Benefit)*
* *Privacy Act 1988*
* *NQS Area: 7.1.1; 7.3.1, 7.3.2, 7.3.5.*
* *Policies: Quality Compliance, Information Handling (Privacy and Confidentiality), Information Technology.*

##  Procedures

The service computer system software program automatically backs up via Kangaroo time.

A back-up of the Service policies shall be done internally as well as on an appropriate external hard drive or USB.

The backup shall be taken off site by the Director and returned to site when required for updates.

Storage of computer data shall be carried out in accordance with any requirements of the organisations insurer. This may involve completion of a risk management plan to ensure all foreseeable risks to data security are considered and managed appropriately.

Any data or memory sticks, compact disks or other computer storage devices purchased by the Service, shall remain the property of the Service.

No employee shall be permitted to copy files onto personal storage devices or to email information off site other than to an approved off site data storage company, unless permission has been granted by the Director.

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| POLICY GROUP: MANAGEMENT AND ADMINISTRATION | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: ASSET MANAGEMENT POLICY 10.16 | REVIEWED: 2023REVISED: 2020 |

The Service acknowledges and recognises the necessity to maintain a record of the financial and physical assets belonging to the Service in order to meet with the requirements of audit, insurance and for future planning.

##  *Relevant Laws and other Provisions*

*The laws and other provisions affecting this policy include:*

* *NQS Area: 3.1.1, 3.1.2; 3.2.2; 7.3.2.*
* *Policies: Provision of Resources and Facilities, Budgeting and Planning, Purchasing.*

##  Procedures

An asset register shall be maintained which currently describes the property position of the service.

The register shall include categories such as:

* Furniture that exceeds $100 in value
* Electrical Equipment that exceeds $100 in value

All electrical goods will be engraved with an identification number provided by the school.

Every fixed item purchased for the service (other than consumables) shall be entered into the register immediately following the purchase.

The details to be contained in the register in respect of purchases shall include:

* Date of purchase;
* Item (Categorised);
* Purchase price;
* Supplier;
* Warranty terms (if applicable).

Items may be disposed of during the year for many reasons including:

* Damaged;
* Aged;
* Other.

In the event that items are disposed of or written off, such items shall be reported to management using appropriate formats such as financial report or Director’s report and shall be duly recorded in the asset register.

The register shall be reviewed and updated annually in accordance with the financial year of audit.

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| POLICY GROUP: MANAGEMENT AND ADMINISTRATION | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: INTELLECTUAL PROPERTY AND COPYRIGHT 10.17 | REVIEWED: 2023REVISED: 2020 |

The Service recognises that for the purposes of operating an OSHC service many written materials need to be developed to ensure compliance with relevant legislation. These written materials include, but are not limited to:

* Policies and procedures manuals;
* Handbooks;
* Operational Documents and Forms.
* Service Website

As a result, all materials developed by employees, volunteers or other agents, specifically for the operational purposes of the OSHC shall remain the Intellectual property of the service.

##  *Relevant Laws and other Provisions*

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *Copyright Act 1968*
* *NQS Area: 7.1.2; 7.1.4; 7.3.2, 7.3.4.*
* *Policies: Educational Leader, Quality Compliance*

##  Procedures

Where employees are engaged to develop written materials specifically for the operational purposes of the service, these materials shall be dated and marked with the name of the service.

If appropriate the document shall be further marked with the words ‘copyright’ or the relevant symbol. The document shall also be labelled with the author of such document if considered appropriate.

Employees or other agents engaged by the service to produce written materials shall observe intellectual property laws ensuring that all direct quotations and ideas are appropriately referenced and acknowledged.

Materials that have been purchased and provide copyright authority shall be used specifically in accordance with the granted authority and permission for purpose.

All written materials shall be marked ‘draft’ until ratified by Management.

Copyright shall be strictly observed with all photocopying and distributing of documents other than those owned by the service which may be copied freely for use of the service.

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| POLICY GROUP: MANAGEMENT AND ADMINISTRATION | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: STRATEGIC PLANNING 10.18 | REVIEWED: 2023REVISED: 2020 |

The Service recognises and acknowledges the value of planning strategically to ensure the future and ongoing viability and growth of the Service therefore management will review service operations regularly and take a planned approach to the organisations future.

##  *Relevant Laws and other Provisions*

*The laws and other provisions affecting this policy include:*

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *NQS Area: 3.1.1; 3.2.2; 3.3.2; 6.1.2; 7.2.3; 7.3.1, 7.3.2, 7.3.5.*
* *Policies: Provision of Resources and Equipment, Role and Composition of Management Committee, Budgeting and Planning, Purchasing*

##  Procedures

Service management shall plan an annual meeting to strategically review operations and to take a planned approach to the organisations’ future.

The Director shall be involved in the process of strategic planning and the Book keeper shall provide the following documents/resources for a 12 month preceding time period to enable the process, including but not limited to:

* Audited financial reports and budget;
* Attendance patterns; obtained from the Director
* List of Policies and Procedures; obtained from the Director
* Calendar of Events; obtained by the Executive

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| POLICY GROUP: MANAGEMENT AND ADMINISTRATION | FORMULATED: 2018COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: COURT ORDERS AND THE RELEASE OF CHILDREN IN CARE POLICY 10.19 | REVIEWED: 2023REVISED: 2020 |

The Service recognises and acknowledges the diverse and changing circumstances of children’s families and shall endeavour to implement a best practice approach to managing the duty of care, whilst respecting the needs of parents and the legal environment surrounding family obligations.

##  *Relevant Laws and other Provisions*

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *Duty of Care*
* *Family Law Act 1975*
* *Privacy Act 1968*
* *NQS Area: 2.3.2; 4.2.1; 6.1.1, 6.1.3; 6.2.2; 7.1.1, 7.1.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
* *Policies: Arrivals and Departures of Children, Enrolment, Communication with Families, Parent Conduct, Information Handling (Privacy and Confidentiality).*

##  Procedures

* The Service shall request that all families provide, upon enrolment of their child, certified copies of any legal documents and court orders which may impact on the Service to implement a duty of care.
* The Service shall request that all families, upon changing circumstances within the family unit, update their enrolment and provide certified copies of any legal documents and orders which may impact on the service to implement a duty of care.
* The Service shall inform all employees of the content of court orders to enable them to maintain their own duty of care as well as that of the Service towards the child/ren and family.
* The Service shall endeavour to release children within the conditions as outlined in the certified documents and/or orders.
* The employees shall take a best practice approach to managing the needs of children and families with care and sensitivity and work with families to support them in the provision of care for their children.
* The employees shall respect and maintain the confidential nature of the documents through application of privacy laws.

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| POLICY GROUP: MANAGEMENT AND ADMINISTRATION | FORMULATED: 2012COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: POLICY DEVELOPMENT SOURCING AND REVIEW POLICY 10.20 | REVIEWED: 2023REVISED: 2020 |

The Service recognises and acknowledges the broad range of information sources including statutory documentation that is referred to and referenced either directly or indirectly in the development of policies and procedures.

##  *Relevant Laws and other Provisions*

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *NQS Area: 6.1.2; 7.1.1; 7.2.1, 7.2.3; 7.3.2;*
* *Policies: Quality Compliance, Approval Requirements under Legislation, Managing Compliance within the Service*

## Procedures

* The Service shall develop policies and procedures which reflect the true nature of the service’s operations.
* The Service shall ensure that generic policy documents are reviewed and specified to meet the individual and unique circumstance of the service.
* Sourcing of policies shall where possible include reference to expert documentation, resources, guidelines and principles as associated with such policy.
* Sourcing of policies from electronic sources including the internet shall include a date in which such source was accessed. Policy sourcing should also be mindful of other provision such as copyright laws and appropriate referencing styles. Relevant Laws and other Provisions shall be articulated and considered also as policy reference and source points.
* Policies shall be reviewed annually, according to a predetermined schedule or as required.
* Policies shall be dated at the time of review.

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| POLICY GROUP: MANAGEMENT & ADMINISTRATION | FORMULATED: 2023COMPILED BY: STAFF, PARENTS & MANAGEMENT |
| TITLE: GOVERNANCE & MANAGEMENT POLICY 10.21 | REVIEWED: 2023REVISED: 2023 |

The Service recognises and acknowledges the diverse and changing circumstances of children’s families and shall endeavour to implement a best practice approach to managing the duty of care, whilst respecting the needs of parents and the legal environment surrounding family obligations. Services can be operated by a range of business/organisation types, which will ultimately dictate the governance arrangements. This example is created for a volunteer management committee, specifically a P&C-operated service. Similar principles are required for any approved provider.

## *Relevant Laws and other Provisions*

***National Quality Framework***

*•* ***Education and Care Services National Law:*** *o s.161 Offence to operate education and care service without nominated supervisor*

*o s.161A Offence for nominated supervisor not to meet prescribed minimum requirements*

*o s.174 Offence to fail to notify certain information to Regulatory Authority*

*o s.175 Offence relating to requirement to keep enrolment and other documents*

*•* ***Education and Care Services National Regulations:*** *o R.168 Education and care service must have policies and procedures*

*o R.170 Policies and procedures to be followed*

*o R.171 Policies and procedures to be kept available*

*• National Quality Standard:*

*o QA7 – Governance and leadership*

***Additional Regulatory Context and Guidance***

*• Education (General Provisions) Act 2006 (Qld)*

*• A New Tax System (Family Assistance) Act 1999 (Cth)*

*• P&C Constitution18*

*• National Principles for Child Safe Organisations*

## Procedures

**Fit and Proper Persons**

When electing individuals for responsibilities of management and control of the Approved Provider, the members of the association will consider the fitness and proprietary of nominated individuals, as they will need to demonstrate these characteristics to the Regulatory Authority to hold Provider Approval.

Management capability includes (but is not limited to) the individuals’ qualifications, knowledge, skills and experience in the areas of:

• Governance.

• Employment.

• Quality assurance and compliance.

• Risk management.

**Decision-Making**

The Approved Provider will ensure decision making is consistent with the organisation’s governance framework and the organisation’s constitution which sets out broader principles of how the organisation is managed and controlled.

The individuals with management and control of the Approved Provider will ensure that decision making is informed by and consistent with the requirements articulated in the relevant laws and provisions, including (but not limited to):

• The P&C’s or other entity’s Constitution.

• In the case of a P&C, the Accounting Manual.

• Queensland Education (General Provisions) Act if applicable.

• Education and Care Services National Law and Regulations.

• Family Assistance Law.

**Sustainable Operations and Handover**

Relevant documentation and plans are created to set out and describe key systems of work to support both the efficient operations of the service and effective handover of people with management and control. These plans and structures ensure that there is minimised impact when there are changes in the executive committee.

Day-to-Day Management and Leadership

**Structure**

The service has structured its staffing arrangements to ensure an organised, systematic, and effective approach to daily management. While the Nominated Supervisor is the person principally responsible for the day-to-day management and organisation of the service, they are supported by a leadership team, including Responsible Persons to supervise and coordinate relevant sessions of care.

**Responsibilities**

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| Broadly the Nominated Supervisor is responsible for— **Staffing and Supervision**  | • Develop and implement rosters to always ensure appropriate staff-to-child ratios and adequate supervision. • Conduct daily staff briefings to communicate the day's agenda, any special requirements, and to address queries or concerns. • Encourage and facilitate ongoing professional development for staff to enhance their skills and knowledge. • Review and update staff training needs, ensuring adherence to current best practices.  |
| **Maintaining a Safe Environment**  | • Ensure daily safety checks of indoor and outdoor areas are carried out, ensuring spaces are safe and prepared for children. • Ensure cleanliness and hygiene through a consistent cleaning schedule. • Ensure all staff are trained and proficient in executing emergency procedures and other key procedures.  |
| **Child Arrival and Departure**  | • Ensure procedures are followed for children's arrivals and departures, keeping accurate attendance records. • Verify authorisation and identity of individuals collecting children.  |
| **Communication and Collaboration**  | • Establish clear and consistent communication channels with families, keeping them informed about their child’s participation, behaviour and any relevant service updates. • Engage with staff, acknowledging their input, and providing support as needed.  |
| **Administration**  | • Oversee administrative tasks including enrolment management, record-keeping, and regulatory documentation. • Manage financial operations including fee collection, budgeting, and resource allocation.  |
| **Continuous Improvement**  | • Regularly assess and evaluate the service’s practices and programs, identifying areas for improvement. • Implement strategies for continuous improvement, incorporating feedback from staff and families.  |
| **Reporting**  | • Notify the Approved Provider of relevant information and circumstances. • Where needed, report relevant information to the Regulatory Authority on behalf the service.  |