
'Home away from Home'



oshc
samford state school

Policies and Procedures Samford State School OSHC Service

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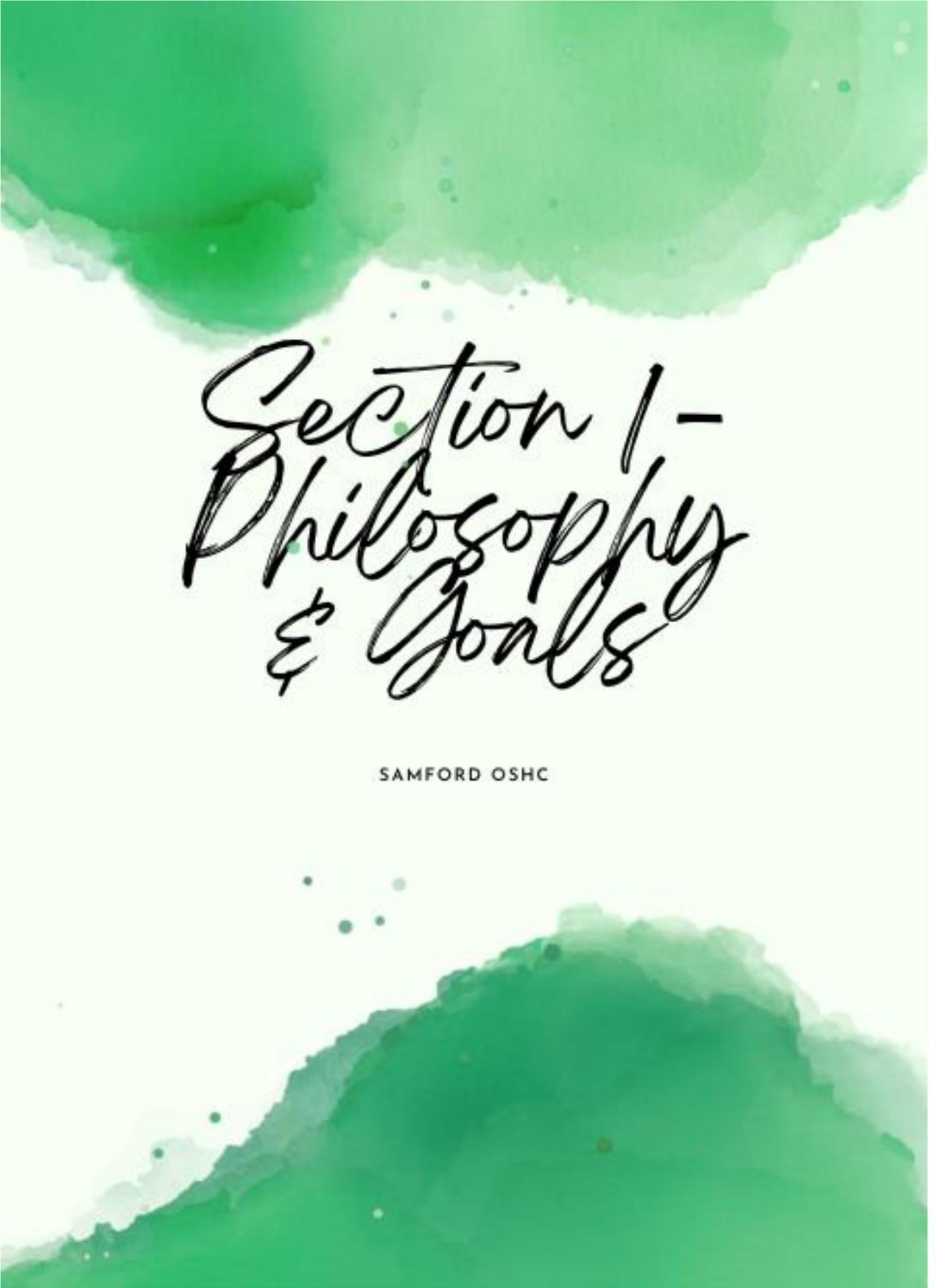
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Section 1- Philosophy & Goals

SAMFORD OSHC

Our Philosophy

Respect

We believe that each child, family and educator is given the time and space to express their thoughts and feelings. The strengths of each child, family and educator are valued and their knowledge is recognised. We build respectful, authentic ways to educate and mentor each other. We are able to acknowledge the benefits of nature play in which we can learn and take measured risks from the natural environment. Through increased awareness and connection to country, we are able to implement practices that contribute to a sustainable future.

Relationships

Through respectful, collaborative relationships and providing a warm welcoming environment, we strengthen families, children and educator's wellbeing. We maintain a symbiotic relationship with communities and the school and appreciate and acknowledge individual beliefs and traditions. Our relationship with the natural environment provides us the ability to engage our imagination and senses. By extending our children's real-world knowledge, we provide a foundation for successful lifelong learning.

Reconciliation

We thank Mother Earth for looking after us; we will care for you and be kind to you; we will respect you and listen to you; we will learn from you and each other; we will care for one another and ourselves; we will respect the people who are on this land past, present and future.

Our connection to this country that we play, learn and grow upon is recognised and respected. We understand and believe that our children's cultural identity is developing. Our journey through nature helps us to connect to our nation's history, to develop a deep level of understanding on how we can care for Mother Earth and how we can be better people for it.

References

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

Goals

Samford OSHC has a number of goals upon which our service is based. These goals are based on the outcomes outlined in 'My Time, Our Place' Framework for School Age Care. We encourage children to:

Have a strong sense of identity

We aim to offer positive experiences to children at Samford OSHC to develop their understanding of themselves as significant and respected individuals. Through establishing and maintaining relationships with peers and educators it allows children to feel safe, secure and supported as they grow their confidence to explore and learn about themselves: Who am I? And how do I belong?

Be connected with and contribute to their world

At Samford OSHC we aim to nurture children's independence and self-direction through educating them to be mindful of the way in which they interact with others and understand that their actions or responses affect how others feel. We believe diverse perspectives build resilience and promote children to be active contributors to their world.

Have a strong sense of wellbeing

At Samford OSHC we aim to create safe and predictable environments for children to develop warm trusting relationships through respect for all aspects for their physical, emotional, social, cognitive, linguistic, creative and spiritual being. We aspire to acknowledge children's cultural and social identity and respond sensitively to their emotional states. We seek to teach children self-help skills to maximise their potential to build resilience to cope with day to day stress and challenges and become responsible for their health and become mindful of their own and others safety.

Be confident and involved learners

At Samford OSHC we offer support to children to develop empathy, moral reasoning and moral behaviour. We aim for children to challenge and extend their own thinking through collaborative interactions and negotiations. Through active involvement we believe that children can transform their opportunities and value what they know and can do creating a positive sense of self; building greater capacity for independence, self-direction and collaboration.

Be effective communicators

We aim to facilitate and maintain relationships with peers and adults at Samford OSHC as we value and create unique opportunities to empower others through creating a sense of purpose. We believe it is important to engage in

relationships by listening and communicating with each other and therefore building individual capabilities for expressing themselves.

References

Education and Care Services National Law Act 2010 and Regulations 2011

National Quality Standard

'My Time, Our Place' Framework for School Age Care in Australia



Section 2 - Children

SAMFORD OSHC

Respect for Children

We recognise and acknowledge that the main focus of our service is the children; their wellbeing, health and safety. Children are to be treated by educators and other staff members at all times as unique and valued individuals and with respect and dignity.

Procedures

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

- Program and activities
- Behaviour expectations of our Service (Behaviour Support and Management)
- The physical aesthetic environment of our Service

Educators will: -

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

References

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

'My Time, Our Place' Framework for School Age Care in Australia

Relevant 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.

Protecting Children from Harm

We regard our role in the protection of children in our care of utmost importance. This includes our moral and legal duties to care for children associated with the Service whilst not in the care of their parents or other primary carers. We take a proactive approach in supporting families and children through promoting protective behaviours to ensure children's ongoing safety, wellbeing and protection.

Procedures

Management, nominated supervisors and educators shall be committed to providing an environment that is safe and promotes the wellbeing of all children at all times whilst encouraging children's personal safety through:

- Requiring that educators and management sign a code of conduct (refer to Educators policy, and Management policy)
- Ensuring Educator employment and training procedures are used so that the Service employs suitable people and conducts adequate orientation (refer to Educators policy)
- Ensuring Educators are instructed that when setting up for all activities, there is a safe physical environment as far as reasonably foreseeable.
- Children are actively supervised to ensure that they are protected from harm caused by physical injury or harassment and other non-physical harm to the child, whether caused by other children, staff or parents of other children or any other person.
- Educators seek to ensure that they are not alone at the Service with a child, except in an emergency.
- Educators will supervise all areas available to children.
- Written parental permission will be obtained for children to be photographed at the service. Photographs will be used for documentation, OSHC newsletter, Floor book, OSHC displays and school newsletter only.
- Educators will instruct the children to inform them when going to the toilet and will ensure that the Children's Toileting Policy is followed at all times.
- Educators, and volunteers are to comply with legal requirements to apply for, and hold, the appropriate suitability card under the Working with Children Act 2000.
- Reinforcing protective behaviour strategies such as 'We all have the right to feel safe all of the time'; and 'Nothing is so awful that we can't talk to someone about it'.
- Encouraging children to interact appropriately in a safe and non-threatening way;
- Building on children's problem solving, reasoning, resilience and communication skills
- Actively encourage children's personal safety behaviours in all sorts of situations including outside in the sun, using the road while walking or riding, being cautious and

aware of strangers and who to go to for help if lost or feeling uncomfortable about an event or person.

- Collaborating with families to ensure children's learning about personal safety is culturally appropriate.

The Approved Provider (or in the case of an Approved Provider begin a corporation, the executive officers) will comply with legal requirements to hold a current positive suitability notice under the Working with Children Act 2000.

The Coordinator acts as, or has designated an appropriate person to act as, Quality Officer for the Service (see Policy 10.1 - Quality Compliance) and in this capacity:

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

References

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

Child Protection Act 1999 and Regulations 2000

Family and Child Commission Act 2014

Duty of Care

Relevant Policies: Respect for Children, Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm, Educator Practices, Communication with Families, Parent and Community Participation

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

Ratios and Active Supervision

Staff/child ratios will be in keeping with, or better than, those set out in the *Education and Care Services National Law Act 2010 and Regulations 2011*. In setting staff ratios, consideration will be given to the experiences undertaken, location, ages and abilities of the children and any special needs that the children may have. Appendix D for further information about Educator Ratios for Queensland OSHC Services.

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

Definition

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

Procedures

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

- A maximum of 15 school age children to 1 educator;
- Educators must be interacting directly or actively supervising children to be included in the ratios;
- At least one Educator, with the required first aid qualifications, will attend any place children are being cared for, and immediately available in an emergency, at all times that children are being cared for by the service.

Children who may require additional support, assistance or attention may be supported with an additional educator in accordance with funding and support arrangements for that child.

Volunteer workers may be counted towards the educator to child ratios for the service provided they meet the qualification requirements. Volunteers under the age of 18 must be fully supervised. Risk assessments will be conducted, as necessary, when utilizing volunteers.

Supervision is provided by OSHC educators during the service operating hours and once children are signed in to the program. If children are signed out of the program and remain on the premises, the parent/guardian is responsible for them however, if the child is

observed displaying inappropriate behaviour an educator may still apply the service behaviour management guidelines.

Children are encouraged to stay within the service approved area to wait for arriving parents/guardians.

To ensure the safety and wellbeing of children and educators, there will be at least two educators at all times on the premises whilst children are in care, one of who will be a delegated responsible person for the service

We are committed to ensuring children are supervised at all times, therefore when planning experiences, the coordinator/responsible person in charge will ensure consideration is given to the design and arrangement of the indoor and outdoor environment to ensure it supports active supervision by educators. Personal mobile phones are not permitted to be used by educators when supervising children, without prior arrangement with the coordinator.

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

The coordinator/responsible person in charge will ensure that educators receive regular instruction in effective active supervision techniques including:

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

Educators will be required to do head counts every 30 minutes during term time and every hour during holidays. Educators to communicate via walkies when supervising activities outside or away from the OSHC indoor area.

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

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

- Given guidance and instruction when setting up the environment and/or activities;
- Instructed on the use of various staff communication methods

- Aware of the procedures for children accessing the toilet;
- Made aware of children's individual health and or medical needs and any relevant emergency management plans;
- Made aware of any identified hazards and/or risks to children and the control measures in place;
- Made aware of the children in care, the group dynamics and behaviour strategies that may be useful;
- Made aware of any children in care with additional needs.

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

Excursion/Incursion Procedures

For excursions, educator ratios will be 1:10.

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

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

For all water and/or swimming excursions, educators will be placed both in and out of the water for effective supervision of children in the water.

References

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

Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011

Family and Child Commission Act 2014

Duty of Care

Child Protection Act 1999 and Regulations 2000

Relevant Policies: Excursions, Transport for Excursions, Illness and Injury, Drills and Evacuations, Harassment and Lockdown, Safety and Wellbeing of Children, Protection of Children From Harm,, Educator Ratios, Arrivals and Departures of Children, Behaviour Support and Management, Anti-bullying, Children with Special/Additional Needs, Managing Duty of Care - Non-Attending Children, Children Accessing the Internet, Cyber-bullying, 2.19 - Children's Media Viewing, Educator Practices, Homework, Excursions, Transport for Excursions, Physical Activity, Extra-Curricular Activities, Escorting Children, Water Activities and Safety, Children's Toileting, Shared Facilities, Role and Expectations of Educators, Educator Professional Development and Learning, Volunteers, Employee Performance Monitoring, Review and Management, Communication with Families, Risk Management and Compliance

Arrivals and Departures of Children

Our responsibility for the child begins when they enter the premises and ends when the child leaves the premises in keeping with the Policies and Procedures set out below. For the safety and protection of children, and in keeping with Duty of Care considerations, we have strict procedures regarding the arrival and departure of children and particularly the persons who may collect children from the Service.

Procedures

HOURS OF OPERATION

Before School Care: 6:45am - 9:00am After School Care: 3:00pm-6.15pm

Vacation Care: 6.45am-6.15pm Pupil Free Days: 6.45am-6.15pm

All Children will be signed in and out by the parent/guardian or other authorised person whom the parent/guardian has nominated, in writing or verbally, as being authorised to do so.

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

Electronic sign in:

The service uses a digital sign in/out program called Xplor hub. When signing your child/ren in and out, your name and the exact time of sign in/out are recorded and automatically updated in our main child care management software program.

To sign in/out for hub guests follow these steps:

1. Go to playground.myxplor.com
2. Enter your email address and password, or your phone number and access code, then press 'login'.

Sign In/Out on Home App – Primary account holder only

1. To sign a child into their shift, click the button 'Sign In'
2. After pressing the Sign In button, the app will open a new screen on which you'll be prompted to scan the QR code available at the service.
3. Click on 'Scan Code' to open the camera. ...
4. Once the camera opens, locate the QR code in the centre.

Each parent or authorised person will have their own log in details. Please do not share these with another person, especially your child/ren. If you don't wish for someone on your current collection list to be able to perform electronic sign-in/out, please let the Coordinator know.

In the case of any emergency, Xplor hub has your details already electronically recorded and can be accessed anywhere, anytime by our staff to ensure your child's safety.

Can family member or friends to drop off or collect my child?

Yes, if additional family members or friends are recorded as hub guests in our system and are flagged as 'authorised to collect'. The additional contacts will have their own log in details (phone number & private pin) so they can easily drop off or collect your child when required.

. Cancellation of bookings will only be accepted from parents/guardians that hold the account.

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

Educators will not allow children (where it is possible without unreasonably endangering any person), to leave the Service unaccompanied, or to be released to a person other than the parent, guardian of the child or to an authorised nominee as permitted under the above procedure. If in doubt, the Nominated Supervisor will contact a parent/guardian immediately to discuss.

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

No child will be permitted to travel home or to another activity on their own.

Unauthorised Collection

In the event that an unauthorized person attempts to remove a child from the service, the Coordinator will be notified immediately. All efforts will be made to ensure that the child remains at the service however, in doing so, the Coordinator and/or educators are not to put the safety of themselves or others at risk.

If the child is removed from the service by an unauthorized person, the child's parent/guardian will be notified and the Police will be called.

Details of the unauthorized collection will be recorded on an incident report form and will include the following information:

- Distinguishing features of the unauthorized person such as gender, ethnicity, hair length and colour, approximate age, clothing, height, scars, tattoos, etc.;
- Details of any vehicles used to include the make, colour, registration number and direction of travel.

The Coordinator will advise the Approved provider immediately upon calling the Police and the Regulatory Authority will be notified using the appropriate forms.

Late Arrivals and Departures

If children who are booked in to the Service for Care have not arrived by 3.15pm, we will implement our process for locating the child which will include but is not limited to:

- Searching the classroom area and talking to the child's teacher if they are present.
- The responsible person calling the school office on extension 120 to confirm whether the child attended school and to request a message be placed over the loud speaker that (child's name) must come to OSHC immediately.
- Searching the bus collection area and calling Brisbane bus lines where necessary to see if they are on board.
- Searching the pick-up zones - Trentham Place, Prep Area and Front of School.

If the child cannot be located, then the parent/guardian will be contacted on the numbers provided. If necessary the emergency contacts provided by parents/guardians will also be contacted. The child is considered and marked as absent if the parent/guardian has collected the child and forgotten to inform OSHC; they are not the responsibility of the OSHC service for that session of care and the family will be charged a non-communication fee.

If we are unable to locate the whereabouts of the child or receive confirmation from the parent or guardian of child's whereabouts the child is considered absent and unaccounted for and is marked absent. The police are notified that a child was expected to attend care

but has not arrived and that their whereabouts are unable to be determined or confirmed by the parent/guardian, police will then determine action to be taken.

If at closing time children have not been collected or parents have not made arrangements for collection within 15 minutes of normal closing time, parents/guardians will be contacted on the most recent numbers, and if necessary emergency numbers, provided by the parent/guardian.

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

Children Unaccounted for During the Program

In the event that a child is unaccounted for during the operating hours of the program the Coordinator will be notified immediately the disappearance is discovered.

The Coordinator (or Nominated Supervisor in their absence) will undertake a rapid and comprehensive search of the service's approved area looking for the child. In the event that the child is not located, the child's parent/guardian 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 their disappearance;
- Details of actions instigated to locate the child;
- What the child was wearing and any distinguishing features; and
- Time parent/guardians and other agencies were contacted.

The Coordinator will advise the Approved provider immediately upon calling the Police and the Regulatory Authority will be notified using the appropriate forms.

Children Leaving Without Permission

If a child leaves the Service in any other circumstances and for any reason without permission, the Coordinator (or Nominated/Certified supervisor in their absence) will assess the situation immediately and will call the police and a parent / guardian as quickly as reasonably possible.

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

- It will, or may leave the other children in the Service with insufficient supervision;
or

- It will or may expose that staff member to an unacceptable risk of personal harm.

References

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

Family and Child Commission Act 2014

Child Protection Act 1999 and Regulations 2000

*Australian Government Department of Education Children's Services Handbook
Duty of Care*

*Relevant Policies: Educator Ratios, Managing Duty of Care - Non-Attending Children,
Bookings and Cancellations.*

Reporting of Child Abuse

The Service applies the following principles:

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

Procedures

The Coordinator shall ensure that the Service and all educators have appropriate and up to date information regarding their legal obligations to report abuse. Approved Providers, Nominated Supervisors and Educators are Mandatory Reporters. The Mandatory reporters at our school age care service will report reasonable suspicions or disclosures of harm to the Department of Child Safety. Mandatory Reporters should also report to Child Safety a reasonable suspicion that a child needs protection caused by any other form of abuse or neglect.

Individuals who are volunteers or under 18 years of age are not Mandatory Reporters. Educators who are Mandatory Reporters may give information about their reportable suspicion to the Nominated Supervisor of our service to enable the Nominated Supervisor to take appropriate action.

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

Where concerns do not reach the threshold for reporting to Child Safety, the family, with their consent, may be referred to Family and Child Connect for support (13FAMILY /13 32 64).

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

Relevant educators will record all details and objective observations immediately. This record is to be kept separate from any incident book and is to remain confidential. Information will be shared with the school Principal.

The Nominated Supervisor as the representative of the Approved Provider will complete the relevant Notification Forms (SI01 or NL01) and forward them within the required timeframes to the Department of Education and Training - Early Childhood Education and Care Division.

All persons involved in a case of suspected child abuse will be treated with sensitivity and respect and all information to the case will remain confidential (see Policy 10.8 Information Handling (Privacy and Confidentiality)).

For matters in relation to National Regulation 175 (2)(d) &(e), the Nominated Supervisor as the representative of the Approved Provider will notify the Regulatory Authority via the National Quality Agenda IT System (NQA IT System) within 24 hours of an incident (<https://public.nqaits.acecqa.gov.au/Pages/Landing.aspx>). Where/if the NQA IT System is not accessible the Regulatory Authority will be contacted.

References

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 Child Protection (Mandatory Reporting— Mason's Law) Amendment Act 2016

Relevant Policies: Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm, Educator Professional Development and Learning.

Reporting Guidelines, Directions for Handling Disclosures & Suspicions of Harm

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

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

Harm may be categorised in the following types:

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

Procedures

Management will:

- Ensure that educators receive appropriate child protection training, in particular ensuring that all educators are aware of the existence and application of the current child protection law and any obligations they may have under that law.
- Ensure that educators receive information and support on how to handle situations where information is disclosed to them by a child or by a member of the child's family or other person.

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

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

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

The Coordinator or Executive Member of Management shall take the required action following a disclosure or suspicion of harm:

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

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

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

References

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

Family and Child Commission Act 2014

Child Protection Act 1999 and Regulations 2000

Relevant Policies; Respect for Children, Reporting of Child Abuse, Anti-bullying, Observational Recording, Employee Orientation and Induction, Communication with Families, Complaints Handling.

Behaviour Support and Management

We recognise the wide range of age groups that access School Age Care, as well as the differing developmental needs of individual children and the variety of diverse backgrounds. Behaviour support and management strategies play a vital role in providing a safe and happy environment for all children. Families, staff and children all have roles to play, as detailed in this Policy.

Behaviour support and management are approached through:

- Consistency, understanding and supporting children to reflect on their behaviour and collaboratively decide on a natural consequence to that behaviour
- Respecting each individual child, preserving and promoting their self-esteem;
- Encouraging positive behaviour using praise and effective programming; and
- Having regard to the other principles set out in the Philosophy Statement of the service.
- Observing the particular behaviour and taking from this why the child is seeking input in this way, then redirecting this behaviour to a more appropriate method of input.

Anti- Bullying

As part of our behaviour management policy, specific details in regard to our approach to issues of bullying are described below. We have a duty of care to all children who attend as well as educators and staff who work within the service. OSHC is committed to providing a safe and caring environment, which fosters respect for others. We will not tolerate bullying behaviours. We are committed to providing a supportive program for all stakeholders including targets, bullies and witnesses.

Procedures

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

Educators involve the children as far as reasonably possible in developing behaviour expectations for the Samford OSHC. These behaviour expectations will be clear, child focused, based on acceptable wider community expectations, easy to understand and will be on display throughout our OSHC service. Educators are required to discuss the behaviour expectations with the children on a regular basis, reinforcing why they are necessary.

Educators are required to:

- Discuss behavioural expectations with children regularly and reinforcing when necessary;
- Model appropriate behaviour, including using positive language, gestures, facial expressions and tone of voice.
- Monitor children's play, pre-empting potential conflicts or challenging situations and support children to consider alternative behaviours;
- Constantly and consistently use positive guidance strategies when reinforcing our behaviour expectations.
- Support children to make choices, accept challenges, manage change, and cope with frustration and to experience the consequences of their actions.
- Acknowledge children through encouragement or reward when they make a positive choice in managing their own behaviour.
- Model caring and tolerant behaviour towards children, parents and other staff members.
- Manage all observed or reported incidences of bullying as set out in this policy under "Responding to a Bullying Incident".
- Carefully monitor children's behaviour while participating in any of the service's programs or activities.
- Encourage children to report any incidents of bullying that they are either involved in or witness.
- Protect the target from further harm.
- Assist the bully to change his/her behaviour.

Educators are only permitted in extreme circumstances to use forceful restraint e.g. when a child is physically assaulting another child or staff member or posing an immediate danger to him/herself or to others. Physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury. Such intervention can involve coming between children, blocking a child's path, leading a child by the hand/arm, and removing a potentially dangerous item., Educators are not permitted at any time to verbally or emotionally punish children in ways that demean, humiliate, frighten or threaten a child.

Reflection time in a quiet space will be used where required to allow the child to reflect on their behaviour.

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

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

Children will be encouraged to:

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

Parents / Guardians will be encouraged to:

- Encourage their child to report if they are bullied.
- Watch for signs of bullying and speak to OSHC educators if their child is being bullied or they suspect bullying.
- Work with the OSHC in seeking a permanent solution.
- Model caring and tolerant behaviour when interacting with children, educators or other parents.
- Promote strategies that enable their child to feel empowered and confident if they have to deal with a bullying incident.

When responding to a bullying incident, we will:

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

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

- Educator will intervene and discuss with the children involved and witnesses. Mediation may be conducted between children with the aim to find an appropriate solution to the problem. A back-up plan is considered in the event that the first solution proves unsuccessful.
- Have an agreed solution implemented with the back-up plan to be implemented if necessary.
- Document incident on appropriate forms.

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

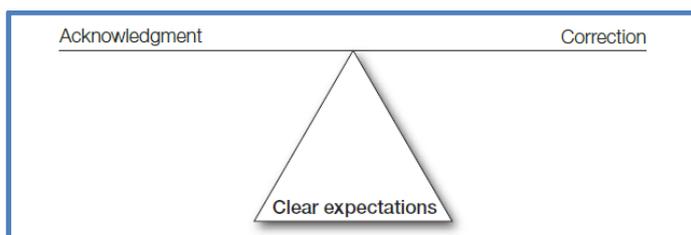
- Interview with Coordinator, parents notified. Appropriate report on incident and management details completed. Appropriate consequences for incident discussed and implemented.

- Monitoring of implementation of consequences.

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

Behaviour Management Plan

Our Behaviour Management Plan consists of several components and is based upon "The Balance Model of Behaviour Management", as can be seen in the diagram below.



The Balance Model is made up of three sets of information (Richmond 2002):

- The strategies Teachers (Educators) use to teach their expectations to our children.
- How Teachers (Educators) acknowledge the children when they are behaving appropriately.
- How Teachers (Educators) acknowledge children when they are behaving inappropriately.

It is our aim to maintain a balance within our OSHC environment by ensuring our Educators have clearly articulated the OSHC expectations (see below) to the children and established evenness (balance) in their use of verbal and non-verbal language to acknowledge appropriate behaviour and to correct inappropriate behaviour.

We expect that our Educators acknowledge a children's good behaviour by using encouragement, praise for effort, exhibiting an understanding of the children's interests, listening and engaging in fun conversations, embracing individuality and personally greeting each child. Management of inappropriate behaviour will be done by using a visual "step" system, setting and maintaining clear and consistent expectations, providing clear and precise instructions and individual talks between a child and Coordinator when required.

Our Expectations

- Enjoy your time at OSHC and speak freely but respectfully to us, be a good listener

- Follow instructions given to you
- Be honest
- Play fair - take turns, invite others to join in, and follow the rules
- Keep your hands and feet to yourself.
- Respect each other, respect the Educators and respect our equipment.
- Be considerate to others and be grateful to all who help you to have fun at OSHC
- Remember you are responsible for your own actions.
- Use appropriate language **at all times, swearing is not acceptable.**

Once you have finished playing with an "experience", remember to tidy up before you leave.

- Showing respect for our natural environment and Mother Earth

Visual Step System

- Step 1 - Verbal reminder / warning
- Step 2 - Verbal reminder / official warning to the child
- Step 3 - Reflection time away from the other children
- Step 4 - An Incident Form will be completed to be discussed with the child's parents
- Step 5 - Collection by parent / caregiver
- Step 6 - Temporary suspension from OSHC
- Termination of OSHC enrolment

References

Education and Care Services National Law Act, 2010 and Regulations 2011 Duty of Care 'My Time, Our Place' Framework for School Age Care in Australia
Child Protection Act 1999 and Regulations 2000
Family and Child Commission Act 2014 Relevant Policies: Respect for Children, Educator Ratios, Exclusion for Behavioural Reasons, Behaviour support and management, Including Children with Special/Additional Needs, Educators Practice, Observational Recording, Medication, Food and Nutrition, Communication with Families, Complaints Handling.

Exclusion for Behavioural Reasons

We have a Duty of Care to all children who attend and educators, who work within the Service.

If:

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

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

Procedures

If after following the Behaviour Management and Support Policy, the unacceptable behaviour(s) continue;

- The Approved Provider will be notified and;
- A letter will be sent to the parent/guardian detailing the child's behaviours, exclusion time and expected return date.

Prior to the child's return, a meeting will be held between the Coordinator, parent and child to discuss possible strategies. A behaviour support plan may be developed for including the child back into the program. If the child is included back and the same behaviour continues upon return, the child will be excluded permanently from the Service.

Physical danger to child or others

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

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

Exclusion from school

If the Coordinator becomes aware of any child, who usually attends the service, being excluded from the school, they will:

- Contact the school to confirm exclusion;
- Speak with the Principal to confirm if exclusion applies at the OSHC service;
- Contact the parent to confirm exclusion from OSHC (in accordance with the Principal's directions).

References

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

Duty of Care

Relevant Policies: Respect for Children, Behaviour Support and Management, Observational Recording, Communication with Families, Complaints Handling.

Anti-bias

We support the principles of equity through implementing inclusive and anti-bias practices. Through equal opportunities we are able to achieve equality with our relations between nationalities, races, religions, genders and special needs. We practice inclusivity by endeavouring to cultivate each child's ability to stand up for themselves and for others; to act to promote equity and justice; and be able to recognise and challenge bias.

We endeavour to develop programs which support the goals of an anti-bias by regularly assessing the physical environment for inclusiveness and undertaking planned changes in the environment where appropriate.

Procedures

Parents will:

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

Educators will:

- Ensure that their language and daily practices are inclusive and non-discriminatory;
- Have the opportunity to develop their understanding of inclusion principles and anti-bias through professional development and active participation of in-service training;
- Self-evaluate and monitor their biases concerning gender, stereotypes or other differences between children;
- Ensure their behaviours comply with the service's policies and code of conduct;
- Utilise the parent's expertise in relation to their child's needs and communicate effectively with parents;
- Observe the local community of the service;
- Show respect for the various ways that families care for their children and be aware of different child-rearing practices and beliefs;
- Incorporate into the program advice identified through consultation with other professionals, the child's family and those with particular expertise in relevant areas;
- Ensure that their interactions with children promote gender, race and cultural equality, encourage children to develop to their full potential regardless of different

abilities or needs and acknowledge and value children's unique and individual differences.

- Implement a range of practices to actively counteract bias or prejudice such as: -
 - Provide children with a variety of experiences from a range of social, cultural, linguistic and ability backgrounds;
 - Use anti-bias language when communicating with children and families;
 - Talking to children about differences in positive ways;
 - Celebrating occasions that are relevant to a variety of cultures;
 - Sharing information with children about different cultures and ability backgrounds;
 - Providing inclusive models when discussing family structures with all children;
 - Providing inclusive resources, experiences and materials;
 - Providing information for children and families in other languages when appropriate;
 - Displaying posters and materials that are representative of a variety of social, cultural, linguistic and ability backgrounds; and
 - Ensuring the physical environment reflects an inclusive and anti-bias approach.

Management will:

- Support educators in their professional development opportunities to ensure the provision of inclusive and anti-bias programs;
- Assess service documents and communications to ensure that they are inclusive and promote an anti-bias approach;
- Ensure all enrolment policies and practices are inclusive and anti-bias;
- Provide the opportunity for parents and educators to contribute to the review of the policy on an annual basis;
- Ensure that all equipment and resources purchased are inclusive and anti-bias;
- Include in the educator selection criteria the applicant's ability to accept and implement inclusive practices and an anti-bias approach;
- Include information regarding the services commitment to inclusive practices and anti-bias in the Educator handbook and induction and orientation package.
- Include information regarding the service's commitment to inclusive practices and anti-bias in the family welcome pack given to families on enrolment.

References

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 in Australia

Relevant Policies: Respect for Children, Behaviour 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.

Inclusive Practices

We recognise that additional support may be required when including children with additional needs into the program. These procedures will support the successful inclusion of children with additional needs through implementing practices which are conducive to a supportive environment to children, families and educators

Procedures

The parent/guardian will be required to provide relevant information upon enrolment about their child/ren which pertains to the child's additional needs. This shall be in the format of appropriate questions on the enrolment form and through open communication.

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

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

Parent permission will be requested should the service wish to contact the Inclusion Support Agency to obtain advice and information about the inclusion process.

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

We will maintain the right to decide regarding the suitable placement of children with special needs in the service based on the information, support and advice available.

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

References

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

Disability Discrimination Act 1999

QLD Anti-Discrimination Act 1991

Inclusion and Professional Support Program Guidelines (2013-2016)

Relevant Policies: Respect for Children, Educator Ratios, Inclusion and Anti-bias, Children's Toileting, Access, Enrolment, Communicating with Families.

Managing Duty of Care – Arriving without a booking

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

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

For whatever reason assistance is sought, we will at all times be required to observe both our duty of care and statutory obligations to the best of our knowledge and capacity to ensure the safety and wellbeing of the child.

Procedures

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

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

If the office is unattended the Coordinator shall observe the following procedure when recording children as attending who are currently enrolled at the service:

- Make reasonable attempts to call parents or authorised persons;
- Ensure strict adherence to ratios and other legislative guidelines.

If the office is unattended the Coordinator shall implement the following procedure when observing their duty of care for self-referred children or children who have not been collected from school and who are not currently enrolled in the OSHC service:

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

References

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Relevant Policies: Educator Ratios, Arrivals and Departures of Children, Enrolment, Communication with Families.*

Images of Children

We acknowledge the privacy of families and encourage the appropriate use of photographic and video images of children attending the service to support and promote their involvement in relevant programs and experiences. Parent permission is requested on the enrolment form prior to any photographs/videos of children being taken or displayed.

Procedures

Parents will be required to provide permission for such images of their children to be taken and used by the service on relevant enrolment forms and documentation. Parents will be requested for special permission to be granted for photographs taken which are intended to be used for promotional purposes and may be viewed by persons outside of the local community in which the service resides.

Employees of the service shall only be permitted to photograph children using equipment owned solely by the OSHC service or school and processing of photographs will be printed using equipment available onsite.

To protect the privacy of other families and children we request that you do not photograph other children or educators with your own electronic devices.

References

Family and Child Commission Act 2014

Privacy Act 1988 and Regulations 2013

Child Protection Act 1999 and Regulations 2000

Relevant Policies: Respect for Children, Program and Documentation Evaluation, Observational Recording, Enrolment, Information Handling (Privacy and Confidentiality), Information Technology.

Bookings and Cancellations

We seek to implement processes to ensure that Samford 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.

Procedures

Bookings must accompany Enrolment

A child must be fully and actively enrolled at Samford OSHC before any requests for bookings can be processed and confirmed - see policy *Enrolment*. Full enrolment includes:

- Enrolment paperwork completed in full; and
- Relevant supporting documentation (including but not limited to, medical information/action plans, inclusion support plans and immunisation records) provided to Samford OSHC.

Types of Bookings

Samford OSHC provides two types of care across all sessions (BSC, ASC & VAC):

- Permanent bookings (routine and ongoing); and
- Casual bookings (irregular and/or time-limited).

All permanent bookings are dissolved at the end of each calendar year. Every family seeking a permanent booking will have to submit a new request for the following year in Term 4.

Authority to Book Care

Bookings can be made by the account holders (typically the child's parents) or, where consent has previously been obtained, an authorised nominee. Samford OSHC cannot make a booking to an account where proper authority has not been provided.

Requesting and Making OSHC Bookings

Before and After School Care

When bookings are made by authorised parties for children to attend Samford OSHC, it will be required that:

- A completed enrolment form meeting the requirements of a complying written agreement (CWA) is received for that child prior to their attendance at Samford OSHC;
- Parents are made aware of our policies and procedures (accessible via the Samford State School website on our OSHC page) and have been provided with appropriate information in respect of the booking processes.

A permanent booking can be made by contacting Samford OSHC at oshc.samford@gmail.com or in person (we are located in J block Trentham Place side of the school). Our enrolment form can be found on the school website or by following the link below.

https://prodadmin.myxplor.com/enrollment_v2/centre/Ha24356Wod9423157bjiMUUDmHVoyw

Casual bookings can be made via xplor home app.

Vacation care needs to be booked via a survey monkey link that is sent to all of our enrolled families approximately 3 weeks out from school holidays, you then have 2 weeks to enrol into our program. Pupil free days are booked via Xplor home app.

Annual Booking Procedure

Samford OSHC will continue with existing permanent enrolments into the next year. In November, every family will be issued with a change of day/personal details form, which must be completed and returned to the service. Any requests for alterations to days may place you on a waiting list as per policy.

Normal cancellation notice periods and fees will apply should we not receive this information in time - see bookings and cancellation policy section 2.

All new enrolments will only be allocated in the spaces made available by cancellations of bookings, e.g. grade six children leaving, children leaving the school, etc. These spaces will then be allocated in the following order:

- priority of access
- Siblings of children with existing bookings, for the days currently booked only
- New preps until 10% of our overall numbers have been allocated to the prep group
- Existing families requesting additional days
- Brand new families with children older than prep

Absences

All fees associated with routine bookings, should the child not attend care due to illness or for any other reason, will be required to be paid in full. CCS entitlement may still apply, depending on factors such as CCS enrolment, allowable absences and or reason for absence.

We will comply with reporting of bookings requirements as prescribed by the Australian Government Department of Education and Training through the Child Care Provider Handbook.

How Parents Notify Absences

Our preferred method is by families notifying us via xplor home app. If the child's booking hasn't been cancelled and we need to call you to locate the child, there will be a non-communication fee charged to your account of \$5.00 in addition to the prescribed fee for that session.

Cancellation of bookings for before and/or after school care must be made in accordance with the services cancellation policy. If you wish to cancel BSC, ASC or VAC, 5 full business days must elapse between the day of cancellation and the day of your original booking. If we do not receive any notification before these times you will be charged for your booked day.

Allowable Absences from OSHC

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

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

Additional Absences

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

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

- the child, the individual who cares for the child, the individual's partner or another person with whom the child lives is ill
- the child is attending preschool
- alternative arrangements have been made on a pupil-free day
- the child has not been immunised against a particular infectious disease, the absence occurs during an immunisation grace period and a medical practitioner has certified that exposure to the infectious disease would pose a health risk to the child

- the absence is because the child is spending time with a person other than the individual who is their usual carer as required by a court order or a parenting plan
- the service is closed as a direct result of a period of local emergency
- the child cannot attend because of a local emergency (for example, because they are unable to travel to the service), during the period of the emergency or up to 28 days afterwards
- the individual who cares for the child has decided the child should not attend the service for up to seven days immediately following the end of a period of local emergency.

Permanent Cancellation of Care

Families are required to give a minimum of two weeks' notice in writing, to advise the service of the permanent cancellation of their booking. This notification period may be waived if a waitlist is in action for the days in which your child attends.

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

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

Priority of Access

As vacancies in Samford OSHC arise, we consider prioritising children who are:

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

At Samford OSHC we also prioritise access for filling vacancies by -

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

References

*Australian Government Department of Education Children's Services Handbook
Education and Care Services National Law Act 2010 and Regulations 2011*

- o S.175 Offence relating to requirement to keep enrolment and other documents*
 - o R.160 Child enrolment records to be kept by approved provider and family day care educator*
 - o R.161 Authorisations to be kept in enrolment record*
 - o R.177 Prescribed enrolment and other documents to be kept by approved provider*
- Relevant Policies: Educator Ratios, Arrivals and Departures of Children, Excursions, Enrolment, Communication with Families, Fees.*

Children's Property and Belongings

We acknowledge that children will bring to the service or carry with them certain items of personal belongings. These procedures detail the types of belongings that children may bring with them on a regular basis and the level of responsibility associated with bringing those belongings by the relevant stakeholders.

Procedures

The family will 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, lunch boxes and water bottles.

All personal property and belongings should be clearly named. We will inform the family through relevant newsletters and publications such as the family handbook of appropriate personal belongings required at the service.

We will 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 their bags
- Ensure that participation in service activities and experiences does not wilfully damage belongings;
- Provide protective equipment such as painting smocks for relevant activities.

Throughout special program times i.e. Vacation Care or Pupil Free days, the children may (on occasion) be able to bring with them personal belongings other than day to day necessities e.g. games and toys. This shall be done solely at the discretion and responsibility of the family. No responsibility shall be taken whatsoever for any items brought to the service which become lost or damaged.

Families and children will be encouraged not to bring mobile devices such as iPads, game consoles and mobile phones to the service. Smart watches are to be used for telling the time only and any communication between child and family should be done through our phone **3430 9145**. Educators are not available to monitor usage of children's personal mobile devices with access to internet and/or social media while at the service.

We will provide appropriate storage for lost property which shall be available to children and families at all times. Any grievances or concerns relating to lost, damaged or stolen property of the children will be documented and followed up, in accordance with the grievance and complaints procedure.

References

Duty of Care

Relevant Policies: Respect for Children, Inclusion and Anti-bias, Children Accessing the Internet, Cyber-bullying, Children's Media Viewing, Excursions, Enrolment, Communication with Families, Complaints Handling, Information Technology

Accessing the Internet

We acknowledge that children may access the internet for educational purposes during the operational hours of the program. Therefore, we take a proactive approach to educating children on safe and secure internet usage. We aim to establish guidelines on access to the internet with the aim of protecting children from risk of harm.

Definitions

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

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

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

Procedures

Service Responsibilities

We will ensure that all service computers and mobile devices with internet access are fitted with adequate security and filtering software to prevent access to inappropriate information and web sites. We will ensure all educators are provided with training and support in managing instances of inappropriate use of the internet by children in accordance with relevant aspects of the service's behaviour support guidelines.

In collaboration with the children, the Service will develop and implement guidelines for accessing the computers and their internet usage whilst in attendance at the service. We will make available to children and family's relevant information about protecting children online and may include such material in service newsletters or other correspondence to children and families. We will have clear guidelines on the use of children's personal belongings, including mobile devices.

Educator Responsibilities

Educators will ensure their own practices role model appropriate safety measures when researching information, either individually or with the children and will ensure children are only able to access the internet at the service through authorised computers.

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

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

Family Responsibilities

As all internet access for children attending the service is via the Department of Education network, families should read through the Samford State School's 'Internet Access Agreement Form'. Please ensure your child understands the guidelines and that you are aware of your child's access to data on devices, when securely connected through the service.

References

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

Family and Child Commission Act 2014

Child Protection Act 1999 and Regulations 2000

Privacy Act 1988 and Regulations 2013

'My Time, Our Place' Framework for School Age Care in Australia

Duty of Care

Relevant Policies: Safety and Wellbeing of Children, Protecting Children from Harm, Anti-Bullying, Children's Property and Belongings, Cyber-bullying, Educational Program Planning, Provision of Resources and Equipment, Communication with Families, Information Technology.

Cyber-bullying

We acknowledge we have a responsibility and duty of care to ensure that the rights of employees, volunteers, children and families to be physically, emotionally and psychologically safe whilst participating in on-line activities associated with the service, are protected. This responsibility may extend beyond service on-line activities, where such inappropriate behaviour, impacting harmfully upon employees, volunteers, children and families, becomes known.

We aim to articulate the rights and responsibilities of employees, volunteers, children and families associated with the service with regards to cyber-bullying.

Procedures

Definitions

'ICT': information and communication technology.

'Cyber-bullying': involves the use of information and communication technologies to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others. Cyber-bullying might occur over the Internet, in instant messaging (IM), chat rooms, social networking sites, blogs, gaming sites, over the phone by SMS or MMS, by email or via other technologies.

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

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

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

Service Responsibilities

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

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

Strategies and guidelines will be developed, in collaboration with the children, for using the ICT equipment and devices respectfully whilst in attendance at the service. This may include the development of 'user agreements', in collaboration with educators, children and families. Children's personal mobile devices are not permitted to be used whilst at the service, unless it is an emergency and the Coordinator (or Nominated Supervisor) has provided authorisation.

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

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

Educator Responsibilities

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

Educators will ensure children are only able to access the internet at the service through authorised computers that have been fitted with appropriate security and filtering software and will encourage children to follow service guidelines and strategies for dealing with instances of cyber-bullying, as detailed in the OSHC Online Safety Agreement.

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

- Never posting personal information such as address or telephone number online;
- Never posting photos of themselves (such as 'selfies') online;
- Not responding to any messages that are mean or in any way make them feel uncomfortable;
- Not sending any messages that may be mean or make another person feel uncomfortable;

- Never agreeing to meet any person they have met online;
- Never giving their internet user name or passwords to another person (even best friends);
- Checking with an educator before downloading or installing any software or games;
- Informing an educator if they access information that makes them feel uncomfortable.

Family Responsibilities

Please read through the services 'user agreement' with your child and ensure they understand the guidelines and inform the Coordinator of any concerns you may have in regard to cyber-safety and your child, whether it is happening at the service or not.

Please be aware of your child's access to data on devices, whether securely connected through the service or accessible on their own device. Lastly, encourage your child to share information, including social networking sites (Facebook) with you as a 'friend' to monitor their safety online.

References

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

Family and Child Commission Act 2014

Child Protection Act 1999 and Regulations 2000

Work Health and Safety Act 2011

Duty of Care

Relevant Policies: Safety and Wellbeing of Children, Protecting Children from Harm, Anti-Bullying, Children's Property and Belongings, Promoting Protective Behaviours, Educational Program Planning, Provision of Resources and Equipment, Communication with Families, Risk Management and Compliance, Information and Technology.

Media Use

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

Definitions

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

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

Procedures

Service Responsibilities

To ensure compliance with the relevant Copyright Laws, the service will ensure they hold current licenses for:

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

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

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

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

- (G) - the content is **very mild** in impact and is for general viewing. However, some G-classified films/ computer games may contain content that is not of interest to children; or

- (PG) - The content is **mild** in impact however; films and computer games may contain content that a parent or caregiver might need to explain to younger children as it may be confusing or upsetting to them.

Educator Responsibilities

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

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

Family Responsibilities

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

References

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

Family and Child Commission 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

Relevant Policies: Safety and Wellbeing of Children, Protection of Children from Harm, Children's Property and Belongings, Educational Program Planning, Provision of Equipment and Resources, Communication with Families.

APRA/AMCOR. (2013). Retrieved from

<http://www.apraamcos.com.au/MusicConsumers/Findalicensetosuityourneeds.aspx>

Australian Copyright Council. (2012, February). *Films, DVDs, Videos &TV; Screening in Public*. Retrieved from Australian Copy: <http://www.copyright.org.au>

National Childcare Accreditation Council (NCAC). (2009, June). *Using television in child care*. Retrieved from Australian Children's Education and Care Quality Authority: [http://ncac.acecqa.gov.au/educator-resources/pcf-articles/using TV in child care Jun09.pdf](http://ncac.acecqa.gov.au/educator-resources/pcf-articles/using-TV-in-child-care-Jun09.pdf)

Raising Children Network. (2012, February). *Screen Time and Children*. Retrieved from Raising Children Network - the Australian Parenting Website: <http://raisingchildren.net.au/articles/screen-time.html>

Children's Transition to OSHC

We recognise and acknowledge the importance of ensuring children have a smooth transition into the school age care setting. We aim to identify and address the support structures and activities required to assist families and children of all ages in making this transition.

Each New Year brings our service many new children and our aim is to give these children and families the opportunity to familiarize themselves with the school and become acquainted with other children and families, so they can begin to form those bonds and friendships.

Procedures

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

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

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

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

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

Through the service enrolment process, parents/guardians may request to attend a short interview with the Coordinator as well as being encouraged to visit the service with their child during operating hours to:

- Meet the Coordinator and educators of the service;
- Tour the approved areas of the service including both indoor and outdoor areas;

- View the service routines such as breakfast or afternoon tea;
- Observe children involved in activities.

During the child's first attendance at the service, educators will:

- Respectfully acknowledge each child and their parent/guardian on arrival, ensuring they feel welcome;
- Introduce them to other educators and children;
- Familiarise them with the service routines such as meal times and hand washing;
- Clearly explain the service rules and behaviour expectations; and
- Facilitate the child's involvement in group experiences to support them in forming new friendships.

Children starting OSHC, who are in Prep, will be escorted to the classroom when school begins and picked up from the classroom when school finishes by an educator. Educators will support children to follow classroom expectations and teacher routines.

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

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

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

References

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

Relevant Policies: Respect for Children, Arrivals and Departures of Children, Behaviour Support and Management, Including Children with Special/Additional Needs, Bookings and Cancellations, Educational Program Planning, Medication, Sun Safety, Anaphylaxis, Asthma, Children with Medical Conditions, Food and Nutrition, Access, Enrolment, Communication with Families, Complaints Handling, Court Orders

Interactions and Relationships with Children

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

Procedures

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

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

The Coordinator will:

- Guide educator professional development and practice to promote interactions with children that are positive and respectful; and
- Establish practice guidelines that ensure interactions with children are given priority and those interactions are authentic, just and inclusive irrespective of difference; and Encourage positive interactions which lead to supportive, trusting and respectful relationships

Educators, volunteers and other staff will:

- Respond sensitively and appropriately to children's efforts to communicate, initiate interactions and conversations;
- Encourage children to initiate conversations about their experiences, express their ideas and feelings, share humour and seek assistance as they take on new challenges;
- Organise routines, as well as planned and spontaneous experiences, to maximize opportunities for meaningful conversations between children and educators as well as ensuring children have equal opportunity to engage in one to one and small group conversations with educators;
- Support play by responding to children's cues to guide their level and type of involvement while always maintaining a positive approach when responding to children and helping;

- Collaborate with children about routines, activities and experiences, encouraging children to make choices and decisions;
- Provide support so that meal times are relaxed and comfortable with opportunities for educators to sit and talk with children; use techniques such as sign/body language and other resources/tools to support children with special/additional needs to communicate effectively;
- Encourage children to participate in enjoyable interactions with their peers, respond positively to other's ideas, negotiate roles and relationships, contribute to shared play and develop friendships;
- Acknowledge children's complex relationships and sensitively intervene when appropriate, in ways that promote consideration, alternative perspectives and social inclusion;
- Listen attentively and give full attention to children as they engage in interactions and conversation; and
- Use their interactions with children to support the maintenance of home languages and learning English as a second language;

Supporting Children through Difficult Situations

A child's reaction to a stressful or traumatic situation will depend on factors such as their development and maturity, and impact of the event on individuals around them. A child may react in unexpected ways. They may act normally at first however, educators must be wary of delayed reactions.

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

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

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

References

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

United nations convention on the rights of the child

Relevant Policies: Respect for Children, Behaviour Support and Management, Anti-Bullying, Inclusion and Anti-bias, Including Children with Special/Additional Needs, Educators Practice, Role and Expectations of Educators, Educator Professional Development and Learning, Employee Code of Conduct, Children of Employees

Children's Participation and Decision Making

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

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

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

Procedures

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

The Service will:

- Ensure Children are consulted about the environment and program in which they participate;
- Ensure different communication strategies of children, such as body movement, gaze, facial expression, the manipulation of objects and talk or conversation are used to support child-initiated activities and programs;
- Ensure children participate in decision making processes;
- Record and document children's drawings, conversations, and ideas
- Ensure children's views are actively sought and discussed with their responses and perspectives planned into the program with respect and authenticity.

Educators will:

- Ensure child-initiated, shared decision making happens across all aspects of the Service;
- Empower children to access and learn from their own life experiences as well as those of their peers and adults around them;

- Be active listeners, observers, scribes and sounding boards for children;
- Respect the age and stage of the children during decision making. Educators may use different levels of participation as appropriate:
 - Child initiated, shared decision making with adults;
 - Child initiated and directed - adults provide a supportive role;
 - Adult initiated shared decision making with children.
- Consult children about how their input will be used and advised of the outcomes of the decisions made;
- Ensure children have a voice in their level of participation including:
 - Areas of interest they would like to explore;
 - Where and how they would like to play, with others, or alone;
 - What they would like to use;
 - The adults with whom they feel comfortable and secure;
 - Whether they need to use the toilet or hand washing facilities.

References

Education and Care Services National Law Act 2010 and Regulations 2011

Anti-Discrimination Act 1991 (QLD)

UN Convention on the rights of the Child

Relevant Policies: Respect for Children, Including children with Special/Additional Needs, Children's Media Viewing, Interactions with Children, Educational Program Planning, Educators Practice, Homework, Excursions, Physical Activity, Creative and Expressive Arts, Water Activities and Safety, Cooking with Children, Keeping of animals, Menu Development, Role and Expectations of Educators, Employee Code of Conduct, Communication with Families, Information Handling (Privacy and Confidentiality).

Risk in Play

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

Definition

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

Procedures

Service Responsibilities

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

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

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

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

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

Educator Responsibilities

Educators will:

- Ensure that materials, resources and equipment are set up in such a way as to create an environment which will stimulate children's play and maximize their opportunities for a wide range of play experiences.
- Design and develop the program in order to ensure children have opportunity to be involved in a variety of types of play including socio-dramatic, creative, exploratory, imaginative, physical and rough and tumble.
- Ensure children are playing in an approved area of the Service with supervision suitable for the type of activity, the age and developmental stage of the children participating.

When planning play opportunities for children, educators will:

- Be thoughtful and deliberate in their planning ensuring the interests, needs and abilities of the children are known and catered for;
- Empower children to make decisions about their play and leisure-time experiences;
- Ensure all children are have equal opportunity for inclusion in play;
- Provide opportunities for both indoor and outdoor play experiences, and that will include both 'built' and 'natural' elements;
- Provide resources that are accessible, varied, age and ability appropriate, culturally diverse, open-ended and sufficient in number;
- Collaborate with the children and be open to change and spontaneity;
- Encourage children to make decisions and to take responsibility for their own needs;
- Empower children to be creative and seek out possibilities and solutions;
- Encourage children to try and experience new things and experiences;
- Play with the children picking up on cues, seizing 'teachable' moments and ways to scaffold children's learning.
- Use positive communication such as body language, praise and encouragement to assist children in developing the necessary skills and capabilities in managing risky play situations and new experiences.

References

Education and Care Services National Law Act 2010 and Regulations 2011

United Nations Convention on the Rights of the Child

'My Time, Our Place' Framework for School Age Care in Australia

Relevant Policies: Respect for Children, Educator Ratios, Behaviour Support and Management, Inclusion and Anti-bias, including children with Special/Additional Needs, Use of Images of Children, Children's Participation and Decision Making, Educational Program Planning, Program and Documentation Evaluation, Educators Practice, Physical Activity, Creative and Expressive Arts, Provision of Resources and Equipment, Role and Expectations of Educators, Educational Leader.

Barefoot Play

We believe that when playing barefoot we can grip the ground more easily using the muscles of our feet and toes. Through research we have discovered when children wear shoes, their feet stop working in the way they were designed resulting in reduced strength and agility. We recognize that apart from the freedom the children feel when they remove their shoes, it also teaches children to assess a situation and adapt to it. Playing barefoot promotes an affinity for nature which is not only good for our feet but does wonders for our physical development and social and emotional health and wellbeing. We believe playing barefoot provides a direct connection to our natural world which in turn allows us to blow off steam, relax and reawaken our senses.

Procedures

Educators will:

- Support children who wish to wear no shoes and direct them to the designated shoe baskets to place their socks inside their shoes and then place the shoes inside the baskets.
- Assist the children to place their shoes back on if they are having difficulty
- Support children who do wish to wear shoes, recognizing their choice and affirming their ability to make their own decisions
- Ensure that the environment in which the children play has been checked for any sharp objects or tripping hazards before the children go out to play

Children will:

- Make an educated choice to either wear shoes or bare feet in our environment the only circumstances in which we will request all children wear their shoes is in winter and in nature space
- Ask for help if they need to when placing their shoes back on

Parents will:

- Give consent to OSHC to allow their child/ren to participate in barefoot play when attending our service
- Request that their child keeps their shoes on when attending OSHC

References

Nature Play QLD

Let the Children Play 2012

Relevant policies - Risk in Play



Section 3 - Program

SAMFORD OSHC

Educational Program Design and Implementation

Using an approved learning framework, My Time, Our Place: Framework for School Age Care in Australia, the appointed Educational Leader, in consultation and collaboration with educators, children and families plans, designs and delivers programs, that cater to the diversity of ages, developmental needs, skills, interests and abilities through a variety of challenging, leisurely and recreational activities. In providing these opportunities for children, we recognise the importance of play, relationships, collaborative decision making and respect for diversity.

Procedures

A suitably qualified and experienced educator will be identified as the Educational Leader for the service (refer section "Educational Leader").

The Educational Leader will support and guide staff in the planning, development and implementation of programs and experiences for the children consistent with this Policy and the following:

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

- 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, arts and crafts,
- Provide appropriate opportunities for children to develop a range of practical life skills such as establishing and maintaining meaningful relationships, cooking, sweeping, carpentry, sewing, working collaboratively with others and self-regulating their own behaviour;
- Takes account of necessary modification and enhancements identified through educational leaders termly reflection as well as spontaneous child-initiated opportunities and moments of intentionality when required;
- Provides appropriate opportunities for children to broaden their understanding of the world in which they live by reflecting the multicultural and multilingual nature of the local community and demonstrating a positive approach towards diversity and Australia's Aboriginal and Torres Strait Islander heritage;
- Encourages and provides appropriate opportunities for families to participate in shared decision making and give feedback about the program and their child's learning;
- Applies the principle of equal opportunity to our program. Children, regardless of gender, cultural, racial, religious or other background, will be encouraged to participate in a wide range of activities.

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

- Meet the needs and interests of all children, including their need for rest
- Facilitate the inclusion and participation of children with additional needs;
- Respond to the developing and emerging abilities and interests of all children; and
- Ensure that all children in a multi-age group have positive experiences.

Children are encouraged to participate in decision making, with their ideas and opinions listened to and if possible, acted upon. This facilitates children sharing ideas and engaging in what happens at their service. Where possible, the program allows and encourages children to complete long-term projects.

Wellbeing

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

Procedures

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

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

- Promote safe physical play for children of different age groups and capabilities;
 - Stimulate children's interest and curiosity by being creative in their use of equipment and materials;
 - Offer a range of challenges and experiences, inviting children to explore, discover and experiment;
 - Facilitate the inclusion of children with additional needs;
 - Support Autonomy in their service experiences.
-
- Support children to take considered risk in their decision making and manage unexpected outcomes.

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

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

Educators will encourage and provide appropriate support to children to participate in new or unfamiliar physical experiences. Educators will act as good role models by becoming involved in and enjoying children's physical activities.

OSHC contributes to the recommended daily physical activity for children in accordance with the physical activity recommendations for 5-12-year-old 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, movies will be used on vacation care during the heat of the day and Friday afternoon so children can relax after a long week at school,

iPad will be used for homework time only and game consoles will only be used on vacation care special days.

We 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 benefit risk assessments have been conducted prior to implementation.

Playgrounds, indoor and outdoor environments are checked regularly to ensure they are safe to use. All physical activity sessions will be adequately supervised by an educator/s. In adverse weather conditions, outdoor playing time is substituted with equivalent indoor or under-cover activities.

Educators and children wear broad-brimmed hats and apply a 30+ sunscreen on exposed skin at regular intervals when involved in outdoor activities. During outdoor play, children will be encouraged to play in shaded areas where possible. Regular drink breaks every half an hour are essential and all educators strongly encourage children to access it during all playtimes. A well maintained first aid kit is on hand at each activity session.

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.

Educators inform children about the importance of physical activity for future health and wellbeing. There is allowance in the service budget for educators to attend training in relation to physical activity for children.

Extra-curricular Activities

Extra-curricular activities may be provided within 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.

Procedures

The family will be responsible for informing the OSHC service of any extra-curricular activities that the child/ren may be involved in whilst enrolled and

registered to attend the service. This may be done by completing the activities escort form (See Appendix D).

If the OSHC service is not informed...

The child will be signed out of care by an OSHC educator or the activity provider who will also be responsible for collecting the child and/or returning them to the service when the activity is over.

Creative and Expressive Art

We recognise that by providing access to creative and expressive arts opportunities for children, it encourages them to express themselves using nonverbal language, enjoy curiosity and creative play. Children are encouraged to work collaboratively with educators and other children, to initiate and contribute to experiences from their own ideas.

Educators will:

- Plan creative and expressive arts experiences by taking into consideration individual children's needs, interests, ages and capabilities.
- Encourage children to actively participate in a variety of creative and expressive experiences including art and craft, singing, dancing and imaginative play.
- Encourage and provide appropriate support to children to participate in new or unfamiliar creative and expressive arts experiences
- Ensure the program provides a balance of planned experiences as well as those which are spontaneous, and child initiated.
- Encourage children's efforts to extend and express themselves creatively by providing open ended resources Encourage children to help plan, set up and document creative and expressive activities and experiences.
- Allow sufficient time and space for children to engage in sustained or extended activities based on the interest and capabilities of the children.

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

- Promote safety for children of different age groups and capabilities;
- Stimulate children's interest and curiosity by being creative in their use of equipment and materials;
- Offer a range of challenges and experiences, inviting children to explore, discover and experiment;
- Facilitate the inclusion of children with special/additional needs;

- Support children to create their own experiences.

Ethical Observations and Documentation

We acknowledge the need to document children's participation in the program to inform future program development and to ensure the needs, interests and abilities of all children are broadly considered. We acknowledge that children's participation and experiences may be documented in different ways, depending on the context of the observation. Other documentation about children is needed to record health and wellbeing matters.

We support ethical decision making when observing and documenting information about children.

Procedures

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

We will take a collaborative approach to documenting children's participation in the program as educators work with children to document their experiences and learning through a variety of methods including:

- Photographs
- Floor books
- Evaluation webbing
- Living program

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

As part of the services ongoing planning, reflection and evaluation processes, educators will be required to document various aspects of children's learning and experiences within the program to ensure the services' identified goals are met. We will require educators to document observations, particularly in respect to behaviour incidents or issues relating to child protection matters.

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

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 will receive appropriate training and support to develop their documenting skills.

Ethical Standards for Documented Observations

Honesty

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

Objectivity

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

Integrity

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

Carefulness

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

Openness

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

Respect for Intellectual Property

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

Confidentiality

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

Responsible Publication

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

Responsible Mentoring

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

Respect for colleagues

Respect your colleagues and treat them fairly.

Social Responsibility

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

Non-Discrimination

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

Competence

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

Legality

Know and obey relevant laws and institutional and governmental policies.
Continued education and training on relevant laws and policies

Human Subjects Protection

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

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

Program Evaluation

In order to ensure our programs are effective in delivering the objectives and learning outcomes as reflected in these policies and procedures, we regularly reflect on, and evaluate the structure, process and content of our programs.

Procedures

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

Educators will:

- Regularly seek feedback and information from families in relation to their child/ren and their participation in the programs delivered by Samford OSHC. This information may be gained through face to face conversations, surveys, enrolment forms and/or other effective means.
- Through regular team meetings, the leadership team and all educators will draw on the diverse knowledge, views and experiences of each other when reviewing the experiences planned for children to ensure that all children have opportunity to achieve the learning outcomes.
- Be required to critically reflect on and evaluate activities, both planned and spontaneous, through floor book entries and additions to our living program, to ensure the identified learning outcomes are promoted.

Children's learning experiences are documented in a variety of ways to assist with ongoing reflection, evaluation and assessment of their strengths, interests, behaviours and relationships. Documented experiences will be collated and displayed for families and children in our floor book.

Children's comments, suggestions and feedback are recorded and reviewed.

Families are invited to contact the Coordinator/Educational Leader at any time with any comments, complaints or suggestions relating to the programs provided Samford OSHC.

The Coordinator/Education Leader will, on a regular basis at team meetings:

- Seek verbal comments from educators in respect to the effectiveness of the program and practice as it aligns with the Principles, Practice and Outcomes of My Time Our Place and the service statement of philosophy to achieve the program goals; and

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

The Educational Leader will:

- On a regular basis consider the evaluations of educators, reflect on and evaluate our experiences to ensure the identified goals and learning outcomes are achieved. These evaluations will inform future programming decisions in collaboration with all educators and children.

The Coordinator/Educational Leader and Educators will:

- Through an ongoing process of self- evaluation, we monitor, evaluate and review the program delivery in line with the National Quality Standards and to ensure they fulfil these policies and procedures and any other relevant obligations of the Service.
- Consider all feedback received through these procedures the coordinator will regularly report through fortnightly conversations/emails/meetings to the Approved Provider on the evaluation of the effectiveness of the programs and the ways in which they have been modified or enhanced as a result
- In seeking feedback from parents or educators, the coordinator will treat all complaints relating to program respectfully in accordance with the Complaints Handling Policy and, where necessary, will take appropriate steps to address genuine complaints quickly and effectively.

Reference

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

'My Time, Our Place' Framework for School Age Care in Australia 2010

'My time Our Place' - Educator Guide 2011

Privacy Act 1988 and Regulations 2013

Duty of Care

Relevant Policies: Respect for Children, Reporting of Child Abuse, Behaviour Support and Management, Reporting Guidelines and Directions for Handling Disclosure and Suspicions of Harm, Including Children with Special/Additional Needs, Images of Children, Educational Program Planning, Program and Documentation Evaluation, Educators Practice, Provision of Resources and Equipment, Role and Expectations of Educators, Observational Recording, 8.2 - Educational Leader, 9.3 - Communication with Families, Physical Activity, Creative and Expressive Arts, Educator Ratios, Sun Safety, Space and Facilities Requirement, Educator Professional Development and Learning, Escorting Children

Educators Best Practice

We are committed to providing quality outcomes for children through ensuring that educators practices reflect our philosophy, goals and quality principles as outlined in the 'My Time, Our Place' Framework for School Age Care. We apply professional standards to guide educator's practices and decision making within our service and provide opportunities for educators to acquire the skills and knowledge to enable them to fulfil their role.

Procedures

We will strive to ensure that Educator Practices:

- Foster children's self -esteem and confidence by allowing them to investigate, imagine and explore ideas as well as experiencing pride and confidence in their achievements.
- Empower children to make choices, guide their own play and extend their interests with enthusiasm, energy and commitment, through supporting them to understand, self-regulate and manage their emotions in a way that reflects the feeling and needs of others.
- Promote children's sense of belonging, connectedness and wellbeing through consistently positive and genuinely warm and nurturing interactions.
- Support children's communication through engaging them in a range of methods from sustained conversations about their ideas and experiences to providing opportunities.
- Respect the diversity of families within the community and allow opportunities for children to broaden their understanding of the world through the investigation of histories, cultures, languages and traditions;
- Demonstrate flexibility in program delivery, incorporating children's ideas, culture and interest to ensure experiences are relevant and engaging as well as being creative in the use of equipment and materials to stimulate children's interest and curiosity;
- Support children to explore different identities and points of view through play and everyday experiences, acknowledge each child's uniqueness and are aware of, and responsive to, children who may require additional assistance to participate;
- Allow and assist children to document their learning experiences using various methods such as photographs, 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's current

learning and development through regular documentation in our floor book and additions to our living program.

- Support all aspects of children's health, ensuring that their individual health and wellbeing requirements are met and supporting them to learn about healthy lifestyle choices;
- Demonstrate a commitment to children's health and safety through role modelling hygiene and sun safe practices, complying our 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 our policies and procedures relating to the safety and/or collection of children in the care of our 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 coordinator and in line with identified service needs;
- Support other educators to achieve the goals as outlined in our philosophy and goals by sharing expertise, modelling best practice, providing feedback and leading discussions at regular team meetings;
- Support families through creating an inclusive and welcoming environment where sharing of information about their child is encouraged, concerns are responded to in a prompt and courteous manner, suggestions and/or ideas for improvement are acknowledged and additional support agencies are accessed if required;
- Support and encourage families and children's involvement in their local and wider community, through participation in appropriate projects and/or events and engaging children in sustainable practices within our service.

References

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

'My Time, Our Place' Framework for School Age Care in Australia

Relevant 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.

Homework

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

Procedures

The Coordinator will make space available for children to do homework.

Children doing homework will be supervised in a quiet environment, away from the other children where possible. Educators will be in close proximity of this homework area, but will not be responsible for the children completing their homework. Consideration of supervision and duty of care issues in relation to the other children in our care, means educators cannot sit one on one with children to assist them with homework. We are however open to questions and where possible will assist children with any difficulties they are having.

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

Due to the increased use of the school IPAD's for homework we will be permitting year 4-6 children only to use their IPAD's in J block (vinyl side) from 3.45pm-4.45pm. The use of the IPAD's is for homework, gaming will be permitted on these devices on set days Tuesday and Thursday from 4.30-5.00pm and not during these homework sessions. As they will be using the school's server, all school rules will still apply for the use of IPAD's at Samford OSHC.

References

N/A

Excursions

We will include excursions as a valuable part of our overall program. Excursions will provide enjoyment, stimulation, new challenges, new experiences and a way to engage in the wider community. Risk assessments will be conducted with all safety precautions identified and maintained, and relevant parent permission obtained before a child is taken on an excursion. The Approved Provider must approve all excursions prior to any communication to families.

We understand the inherent risk and matters of compliance associated with excursions. Therefore, the following steps will be taken by Samford OSHC before any child will be permitted to leave the premises:

- Risk assessments will be completed for each excursion, identifying all foreseeable hazards, and ensuring these are appropriately managed/controlled;
- The Approved Provider is to confirm the approval of risk-assessments and activities with significant risk prior to the undertaking of any excursions; and
- Written authorisation from a parent (or relevant authorised nominee) will be obtained by the service management following the preparation and approval of the risk assessment.

Approved risks assessment developed for excursion will be made available to parents (or relevant authorised nominee). Samford OSHC recognises the regulatory requirements for the conducting of excursion risk assessments. All risk assessment processes will use documentation that satisfies all the legislated requirements for excursion risk assessments, including the specific elements regarding travel. We are committed to ensuring the safety and protection of children is maintained.

Parent (or authorised nominee) authorisation will be obtained via the vacation care booking forms. These documents will outline excursion details, including all matters set out in the *Education and Care Services National Law Act (2010) and Regulations (2011)*. All authorisations will be stored in a manner consistent with our record keeping policy.

All travel for excursions will uphold high standards of safety and protection. Travel procedures contained in this policy only apply to excursion-related travel. To remove any doubt, educators will not be permitted to transport children in their own private vehicle for excursions or otherwise.

The Approved Provider also recognises their duty to comply with *Education and Care Services National R.168 Education and care services must have policies and procedures*

Procedures

Excursion planning and Approval

Planning

Children's age, interests and abilities will be taken into consideration when planning excursions. Comments and suggestions from children and families will also be considered. When planning excursions, venue and transport costs will be considered, to ensure that excursions are financially accessible to all families.

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

When planning an excursion that includes water-based activities, the Coordinator will conduct a risk assessment including strategies and procedures for managing children whilst undertaking such activities.

Limited bookings impacting viability may result in the excursion being cancelled.

The Bookings and Cancellations Policy will apply to all excursions.

After excursions, we will reflect and discuss the excursion activities and evaluate whether the learning outcomes were met at our vacation care reflection meetings.

Prior to the Excursion

Excursions Risk Assessments

Both the Approved Provider and Nominated Supervisor are to ensure a comprehensive risk assessment has been documented and endorsed prior to families having the opportunity to book and authorise their child/ren to attend the excursion. Likewise, the Approved Provider and Nominated Supervisor will ensure all children have written authorisation (as expressed below) before they will be permitted to leave the Service's premises.

The Nominated Supervisor will be responsible for facilitating the initial risk assessment for approval. Where possible, the risk assessment should be developed in collaboration with Educators to ensure all foreseeable hazards are identified and adequately controlled. All risk assessments will be prepared on a standardised form to ensure all required details are addressed.

Depending on the level of risk and previous experience, it may be necessary to visit the intended excursion site when conducting the risk assessment. As per the National Regulations, we will provide a benefit risk assessment which will consider the following:

- The proposed route and destination for the excursion.
- Any water hazards and/or risks associated with water-based activities.
- The transport to and from the proposed destination for the excursion including:
 - the means of transportation;
 - any requirements for seatbelts or safety restrains under Queensland law;
 - the process for entering and exiting
 - the Service's premises; and
 - the pick location and/or destination
- procedures for embarking and disembarking the means of transport, including how each child is to be accounted for on embarking/disembarking;
- The number of adults and children involved in the excursion.
- The number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialized skills are required (e.g. life-saving skills).
- The proposed activities and duration of the excursion.
- The items that should be taken on the excursion (e.g. mobile phone, emergency contacts).

Endorsement of Risk Assessments

Risk assessments will be required to be endorsed by the Approved Provider. The Nominated Supervisor should make the risk assessment available to the Approved Provider ensuring sufficient time for consideration and approval. Any risk assessments prepared for Vacation Care programs should be submitted to the Approved Provider (P&C Executive) no later than 4 weeks prior to the holiday period.

Authorisation for Each Child's Participation

Parent permission forms - Authorisation from parent or other, with authorisation as per enrolment form, to take the child outside of the service will be gained (see sample in Appendix D). The permission form will contain the following information as a minimum:

- The child's name
- The reason the child is to be taken outside the premises
- Excursion date

- A description of the proposed Destination
- Method of transport and approximate travel time
- Number of accompanying educators and/or volunteers
- The ratio of educators attending the excursion to the anticipated number of children attending the excursion
- Departure and return times
- An expected itinerary of the activities to be undertaken
- That a risk assessment has been prepared and is available at the Service.

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

Adequate steps will be taken when selecting transport (See Policy 0).

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

Participation of educators, staff members and volunteers on excursions
(COVID-19 Vaccination Requirements)

Educators who have not been fully vaccinated against COVID-19 (at least two doses of a COVID-19 vaccine recognised by the TGA) will be unable to participate in excursions in accordance with Queensland Government's [Public Health and Social Measures linked to vaccination status Direction](#)

Restrictions for unvaccinated people

Unvaccinated people will be unable to:

- attend hospitality venues such as restaurants or cafes
- attend indoor entertainment venues such as concerts, theatres or cinemas
- attend outdoor entertainment activities such as sporting stadiums, theme parks or tourism experience like reef excursions
- attend festivals - either indoor or outdoor - such as musical festivals, folk festivals or arts festivals
- attend Queensland Government owned galleries, museums or libraries.

These restrictions target non-essential leisure activities which are not essential for people to meet their basic needs, but present a considerable risk to contributing to an outbreak in the community.

to evidence their vaccination status. Still relevant?

During the Excursion

There will be no changes to the notified itinerary except in an emergency and as would ensure the wellbeing and safety of the children.

Educator practices will reflect the actions outlined in the risk assessment, including plans to manage transportation safety.

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

- First aid kit and medical devices as required;
- Medications and forms, and medical management plans;
- Attendance record/roll;
- Emergency contact numbers for children and staff;
- A telephone or access to one;
- A camera will be taken on the excursion for educators to record and document children's experiences.

Head counts will be made at regular intervals throughout all sessions.

Educators will actively supervise children, ensuring educator/child ratios are maintained at all times whilst also ensuring that the environment(s) being used are safe for use before being accessed by the children, including toilets. If there is no male educator available to supervise the boy's toilets, female educators must satisfy themselves that it is safe for the child/ren to access the toilets and will remain outside the toilet area until all child/ren have returned.

Children will not be left in the sole care and custody of bus drivers or any other persons during excursions; educator ratios for the Service will change to 10:1 during excursions.

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

Excursion Evaluation and Reflection

Educators will inform the assessment of the evaluation of the excursion. Typical observations and documentation addressing the children's learning and wellbeing outcomes will be recorded. The excursion and risk management plans will be

evaluated collectively at the vacation care reflection meeting. Where improvements have been identified, these ideas will be recorded and implemented in future plans for excursions.

Transport for Excursions

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

Procedures

Selecting Transport

We will ensure any transportation of children upholds all relevant legislation and guidelines, including:

- Any vehicles used must be registered for the purpose and in suitable (roadworthy) condition.
- Drivers are to be suitably licensed to carry the required number of passengers.

We will request the transport company to provide confirmation and evidence of this fact before engaging the company for the excursion.

Seatbelts and Restraints

In the case of children being transported in a bus (or car), the following legislative guidelines will be followed:

- Bus transport with 13 or more seats does not need to be fitted with seatbelts and child restraints are not required, however, where possible we will select buses/coaches with seatbelts as a preference.
- Public transport - child restraints are not required on buses, trains or personalised transport services such as taxi, limousine and ride-booking services.

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

Transitioning Between Transport, Premises and Destinations

- The risk assessment prepared for the excursion will illustrate the specific steps for children:

- o Entering and exiting the service's premises, pick-up location and destination
- o Embarking and disembarking the means of transport, including how children will be accounted for
- We will do a head count and/or roll to account for children periodically throughout the excursion and for critical points such as transitioning between locations. Specific steps will be developed as per the context of the excursion.
- Locations for travel embarking and disembarking will consider the relevant risks, where possible the safety location will be selected for transitioning.
 - Consideration will be made to appointing a particular educator to the role of accounting for children as they transition between the means of transport and relevant locations.

Vehicle breakdown/accident

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

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

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

References

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

Duty of Care

QLD Transport Operations (Road Use Management) Act, 1995

'My Time, Our Place' Framework for School Age Care in Australia

Family and Child Commission Act 2014

Work Health and Safety Act 2011 and Regulations 2011

Relevant Policies: Educator Ratios, Excursions, Vehicle Restraint, Risk Management and Compliance, Educational Program Planning, Escorting Children

National Regulation 102

Escorting Children

We seek 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 any other designated activity/venue.

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

Procedures

We will seek written permission from a parent/guardian (or authorised nominee) for any activity requiring their child/ren to be escorted to and 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, unless there is significant change. Permission forms are sent digitally and consented to during the signing in process. Where the excursion is part of the Vacation Care program, please refer to Section Excursions.

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

We will ensure confidential storage and maintenance of parent/guardian permission relating to excursions and/or escorting of children.

We will liaise with Samford State School each term to identify the school's approved extra-curricular activities (otherwise known as After school activity).

References

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

Family and Child Commission Act 2014

Duty of Care

Relevant Policies: Educator Ratios, Excursions, Extra-curricular Activities, Communication with Families.

Sustainability Practices

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

Procedures

The Coordinator and educators 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 and their community to develop and implement sustainable practices related to our program and routines, including (but not limited to):

- Recycling food scraps;
- Using recycled items in craft activities;
- Recycling scrap paper for use;
- Establishing a garden and using the produce in the service menu;
- Collecting rainwater and using it to water the garden;
- Establishing composting or worm farms for scraps;
- Reuse, reduce, recycle where possible
- Creating play spaces for children to interact with the natural environment; and
- Undertaking regular reviews of sustainable practices within the service.

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

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

References

Environmental Protection Act 1994 and Regulation 2008

Relevant Policies: Educational Program Planning, Educator Practices, Use and Maintenance of Air Conditioning, Employee Orientation and Induction, Communication with Families, Parent and Community Participation.

Water Activities and Safety

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

Procedures

The Nominated Supervisor/ Coordinator will:

- Provide guidance to educators and families on the importance of children's safety in and around water.
- Ensure work, health and safety practices incorporate approaches to safe storage of water and play.
- Ensure clean drinking water is available at all times.
- Conduct a comprehensive risk assessment prior to any water activities taking place. The risk assessment shall identify the educator to child ratios required to ensure children's safety.

Educators will:

- Ensure water troughs or containers for water play are filled to a safe level and emptied onto garden areas after use.
- Buckets of water used for cleaning are emptied immediately after use. Buckets are not to be left in play areas or accessible to children unless they are being used as part of a program experience.
- Encourage children to play in or near water safely, giving appropriate instructions and guidance.
- Ensure that all activities will adhere to current water usage laws and guidelines.

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

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

Swimming Activities

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

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

References

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

Family and Child Guardian Act 2014

Duty of care

Relevant Policies: Safety and Wellbeing of Children, Protecting Children from Harm, Educator Ratios, Including Children with Special/Additional Needs, Educational Program Planning, Educator Practices, Excursions, Physical Activity, Sun Safety, Communication with Families, Risk Management and Compliance.

Valuing Diversity, Culture and Reconciliation

We support, respect and actively promote principles of diversity and equity. These principles are seen as integral to embedding culturally diverse experiences within our day to day program for children. Educators, children and families are encouraged to share relevant aspects of their culture with the service to make informed and appropriate responses to the multiple ways of being and belonging.

Procedures

Management, Coordinators and educators are committed to providing a service which embraces children and their families holistically. We will be active, focused and reflective in embracing principles of social justice and demonstrate sensitivity and respect for cultural differences.

Coordinators and educators support children's cultural experiences through:

- Consistent and informed dialogue about culture with children
- Responding to children's curiosity about culture with thoughtful and appropriate experiences.
- Encouraging children to value the many perspectives, cultural contexts and historical values.
- Actively challenge bias through conversations; and
- Demonstrate principles of equity and anti-bias through their own behaviour and interactions with others.

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

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

Management, Coordinators and educators will demonstrate value and respect for Australia's Aboriginal and Torres Strait Islander cultures through but not limited to:

- Identifying the local elders within the community.
- Building a relationship with local elders and exploring ways in which these elders can share in the service's plan for reconciliation.
- Including an 'Acknowledgement to Country' in appropriate ceremonies and events.

- Other aspects as seen relevant to promoting respectful partnerships between the service and the Aboriginal and Torres Strait Islander community.

References

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

Family and Child Commission Act 2014

QLD Anti-Discrimination Act 1991

Relevant Policies: Respect for Children, Inclusion and Anti-bias, Including Children with Special/Additional Needs, Educational Program Planning, Educators Practice, Menu Development, Educator Professional Development & Learning, Enrolment, Communication with Families, Communication with Community, Parent and Community Participation

Cooking with Children

We acknowledge the value of offering experiences that develop children's life skills as part of the program including food preparation and cooking experiences. We also recognise 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.

Procedures

Cooking experiences will be regularly offered as part of our interest-based 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 healthy food options are considered as first preference with occasional foods being kept to a minimum.

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

- Ages of the children participating;
- Number of children participating;
- Ingredients and allergies;
- Cooking utensils available;
- Exposure to extreme heat;
- Use of sharp or dangerous objects
- Hygiene; and
- Food preparation practices.

References

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

Relevant Policies: Respect for Children, Educator Ratios, Inclusion and Anti-bias, Including Children with Special/Additional Needs, Educational Program Planning, Educators Practice, Hygiene, Food Handling and Storage, Food and Nutrition, Cleaning and Sanitising, Menu Development, Space and Facilities, Provision of Resources and Equipment, Communication with Families, Parent and Community Participation.



Section 4 - Health & Wellbeing

SAMFORD OSHC

Hygiene, Health and Wellbeing Practices

We will uphold the health and wellbeing of children through promoting quality hygiene practices and self-care skill development. The practices promoted and facilitated by Samford State School OSHC directly impact the spread of infectious disease and other contagious conditions. The Approved Provider is committed to fulfilling its obligations to provide a safe and healthy environment for its children and educators. Additionally, children should be encouraged by educators to adopt sound hygiene practices to embed healthy behaviours.

Practices and procedures contained in this policy are not necessarily exhaustive. Where additional recommendations promote further or alternative action, then these will be adopted. We will be guided by reputable information and guidelines by the state and federal government.

The Approved Provider recognises the service's duty to comply with Education and Care Services National Regulations 77 & 109 in providing a healthy, safe and hygienic environments and facilities.

Procedures

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

All educators are expected to role-model the practices set out through this procedure at all times. Educators play a crucial role in strategically prompting children to adopt practices at vital moments of the day, i.e. sneezing or coughing into an elbow or using a tissue at the appropriate moment. Educators should use the opportunity not just to keep the environment hygienic but teach children healthy behaviours.

The Coordinator will ensure

- All educators and other staff members are aware of all such specific notified needs.
- Educators have appropriate education or training to enable them to undertake basic support of the health needs of children, including administering medications, allergic reactions, basic first aid and special dietary requirements.
- At least one educator with the required first aid qualifications, anaphylaxis management and emergency asthma management training (as prescribed under *Education and Care Services National Regulations 2011 (Part 4.4, 136(1))*), attends any place children are being cared for, and immediately available in an emergency, at all times children are being cared for (i.e. children go to oval or park, then a qualified first aid person must go with them).

- And be responsible for the correct completion of relevant daily safety checklists (see Appendix D), prior to the children having access to those areas.

Educators will ensure that equipment is:

- Cleaned as per the cleaning checklist;
- Used safely by the children, and;
- Is used for its correct purpose.

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

- Educators will actively supervise children within their area. Any child who is unwell will be made comfortable in a quiet area and their families will be contacted to collect them.
- Educators will ensure that they and the children have applied a SPF50+ sun screen and wear a broad brimmed hat, prior to outdoor play. Timing of outdoor activities will be guided by the Sun Safety Policy.
- Educators will ensure that all food handling and storage procedures are followed to prevent the risk of contamination.

Infectious Diseases

We address risks to the health and spread of infectious disease to children and families by adopting appropriate procedures to manage exposure proactively. We believe children and educators who are unwell should stay at home. The best place for an ill child is to rest and recover with someone who cares for them.

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

Accordingly, all people (including children, educators and parents) who currently have or have been exposed to an infectious disease will be excluded from Samford State School OSHC as itemised in the NHMRC 'Staying Healthy in Childcare' resource and/or the Queensland Health's 'Time Out: keeping your child and other kids healthy'.

The day-to-day practices of Samford OSHC will also uphold high standards of hygiene to reduce the likelihood of transmission and additional infection. Where there has been an instance of infectious disease present at Samford State School OSHC, the Approved Provider is committed to ensuring parents (and other authorised persons where relevant) are notified of the occurrence as soon as practicable.

We acknowledge the need for a coordinated approach to dealing with situations of infectious diseases in the community. We may implement any public health directions or guidance published by relevant authorities.

The Approved Provider also recognises their duty to comply with Education and Care Services National Regulations, 12, 85, 88, 168 (2)(c) & 172(f)(g)(I).

Procedures

Monitoring

Comprehensive practices to support the services hygiene are outlined in 4.3 Hygiene, Health and Wellbeing Practices.

The Coordinator will ensure they keep up-to-date with information on infectious diseases within the community through accessing the Commonwealth Government Department of Health (see www.health.gov.au) and Queensland Health (www.health.qld.gov.au). Where specific requirements and practices are advised, we will review their adoption as part of the quality improvement planning.

The National Health Medical Research Council's (NHMRC) resource 'Staying Healthy in Childcare' will be referred to when making any decisions in regards to communicable (infectious) diseases and/or exclusion periods.

Fact sheets may also be accessed through the Queensland Health website (<http://conditions.health.qld.gov.au/HealthCondition>). Only reputable sources of information will be used for decision-making and communication with families.

Symptomatic at OSHC

When a child becomes ill while being educated and cared for, the procedures outlined in 4.5 Incident, Illness, Injury and Trauma will be followed. Children becoming ill will be isolated from other children and be cared for in an area which promotes relaxation and comfort. Educators will continue to monitor their condition until parents arrive.

Records of infectious disease will be compiled by Nominated Supervisor. These records (see 4.5.2) will include:

- the child's name
 - age
 - symptoms
 - date and time when educators first noticed the illness
 - date and time the record was written
 - what action was taken
 - details of notification to parents
-
- Parents Notifying the Service of Infectious Disease

It is the responsibility of parents/guardians to inform the Coordinator of any infectious disease that their child or other immediate family members may be suffering from. It is the responsibility of educators to inform the Nominated Supervisor of any infectious disease that the staff member, or their other immediate family members, may be suffering

from. The Nominated Supervisor, Approved Provider and staff member will consult on risk and suitable management plans (including exclusion, if necessary).

Parents/guardians will be advised through the enrolment procedures and the Family Handbook that children who are unwell cannot attend our Service. Children presenting with sickness symptoms will be asked to be collected from our service.

Reporting of Occurrences

Where an infectious disease itemised in the NHMRC resource has been reported to our service, the Nominated Supervisor will email the Approved Provider (P&C President in the first instance) to inform of the occurrence. The Nominated Supervisor will ~~also~~ provide details of our response, including relevant guidelines to prevent the spread of the infectious disease. The Approved Provider will express any additional action to be undertaken to ensure all reasonable steps have been followed.

Cases of COVID 19 will be reported according to the flowchart accompanying this policy and procedure.

Notification to Parents

Where we have been informed of an instance of infectious disease being potentially exposed to children attending Samford State School OSHC, a notice stating this occurrence will be displayed at our service on the notice board outside of J block. Additionally, the Nominated Supervisor will send an email directly to all families that may have been exposed. No private, confidential or identifying information will be present in any notice.

Exclusion

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

- For children, their parents/guardians will be asked to immediately collect their child and seek medical advice.
- For educators and staff, they will immediately be released from work in order to seek immediate medical attention and for the period of the infectious disease.
- For parents or other adults, they will be required to leave the premises of our Service immediately and not re-enter the premises until they are no longer suffering from the infectious disease.
- If a duly qualified and registered medical practitioner diagnoses an infectious disease, the child/educator shall be excluded for the recommended period (as per NHMRC guidelines).

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

Immunisation

Immunisation is a reliable way to prevent some infections. All children must meet the Australian Federal Government's immunisation requirements or have a valid exemption for the family to be eligible for the Child Care Subsidy (CCS). Parents will be asked to verify their child's immunisation status on enrolment (Regulation 162 (f)).

Children and educators will be excluded from Samford OSHC if there is an outbreak of an infectious disease against which they have not been immunised. The period of exclusion will be in accordance with the National Health and Medical Research Council's recommendations.

Samford OSHC will comply with any relevant Public Health Directive, including [COVID-19 Vaccination Requirements for Workers in a high-risk setting](#) and [Public Health and Social Measures linked to vaccination status](#). From the relevant dates, all worker (employees and volunteers) must provide relevant evidence to comply with these requirements as soon as reasonably practicable. The roster will be developed to reflect the operations requirements for vaccinations.

We will maintain a record of the evidence of vaccination status of our workers on site.

Notifiable Conditions

Queensland Health publishes a list of notifiable conditions on its website (<https://www.health.qld.gov.au/clinical-practice/guidelines-procedures/diseases-infection/notifiable-conditions/list#types>).

Where a child (or educator) has been diagnosed with a notifiable condition, the clinician or pathologist will be required to report this to Queensland Health. In this instance, Queensland Health may contact us for a specialist response. The Nominated Supervisor should manage the communication and notify the Approved Provider.

Hygiene

For the ongoing and general health and safety of the children and educators, we aim to maintain a standard of general hygiene which complies as a minimum, with the legal requirements and as far as reasonably possible, with the standards expected in the wider community.

Procedures

Hygiene Practices

We will ensure basic hygiene practices are routine to prevent the spread of infectious disease, including but not limited to:

- Routine handwashing
- Cough and sneeze etiquette
- Effective cleaning and sanitising
- disposing of contaminated materials
- Covering any cuts or abrasions with a waterproof dressing
- The use of gloves for touching items/area containing bodily fluid, mucus, biological hazards etc

We recognise areas of potential vulnerability for the spread of infectious disease relate to food handling/consumptions, toileting and injuries (i.e. wound care). We are committed to ensure robust risk assessments identify practices and resources to ensure these areas are not a source of transmission.

Use of gloves

Gloves will be used;

- When coming into contact with bodily fluids (e.g. blood, mucus, vomit, urine, faeces etc.)
- Food preparation - gloves will be used as required for the food safety practices
- Cleaning - Gloves will be made available for cleaning

Used gloves are to be carefully disposed of, immediately after use, to be inaccessible from children or others.

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

Hand Hygiene

A very effective method to prevent the transmission of disease is through effective hand hygiene. Washing hands with soap and water is the preferred method as it removes both dirt and germs/viruses from the hands. Where soap and water are not available, then alcohol-based hand rub (sanitiser) can be used as an alternative.

Facilities

- The Approved Provider will ensure adequate handwashing facilities are available for children and educators to wash their hands readily. Our handwashing facilities for children are located near Oshc undercover in both the girls' and boys' toilets where soap and water are available and a hand dryer is accessible on the wall. Our handwashing facilities for educators are located in the staff bathrooms and in underneath our first aid cupboard in J block.
- The Nominated Supervisor will manage supplies and resources. We will ensure enough stock is kept on-site to replace items like soap and paper towel as needed.
- Appropriate signage will be displayed near the handwashing facilities to reinforce effective handwashing behaviours.

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

- Handling, preparing and eating food;
- Prior to and after giving First Aid;
- After toileting, handling of animals or other activities which could lead to the spread of infection;
- After contact with/cleaning of body fluids (blood, mucus, vomit, urine, faeces etc.).
- After coughing, sneezing or blowing their nose
- Routine hand washing will be implemented daily by all children before possible contamination activities (e.g. eating breakfast or afternoon tea)
- In the first instance, soap and running water is the preferred method to ensure clean hands.
- Hand washing (scrubbing hands) should last at least 20 seconds, an educator will give them soap outside of the toilets during vacation care; after school care children are reminded to wash their hands with soap and water at the sign in station near the toilets; and before school care children are reminded to wash their hands before breakfast in the handwashing sink in J block.

Hand Sanitiser

Hand Sanitiser does not replace soap and running water however, it is effective in certain situations, such as when soap and running water are not available. To use a hand sanitiser:

- Apply the recommended amount onto dry hands;
- Rub hands together so the hand sanitiser comes in contact with all parts of the hands;
- Keep rubbing until the sanitiser has evaporated and hands are dry.
- Hand sanitiser will only be available with adult supervision.

Personal Hygiene

Etiquette

- Everyone (children and educators) should cover their mouth and nose with a tissue, sleeve or a flexed elbow when coughing or sneezing.
- Children will be reminded to avoid touching their eyes, nose or mouth.
- Children who become sick will be isolated from other children, while the parent is called to collect them.

Isolation and Exclusion

- Any person becoming ill at Samford OSHC will follow the procedures set out in 4.2 Infectious Diseases to isolate any potential spread.
- Likewise, any persons entering the service should be free from any relevant illness, as determined by the exclusion period reference in 4.2 Infectious Diseases.

Personal Protective Equipment

Gloves

- Gloves will be used;
 - When coming into contact with bodily fluids (e.g. blood, mucus, vomit, urine, faeces etc.)
 - When dealing with suspected infectious diseases
 - Food preparation - gloves will be used as required for the food safety practices
 - Cleaning
- Used gloves are to be disposed of immediately after use (inaccessible to children) and in accordance with waste management and disposal policy and procedure.
- Educators should thoroughly wash their hands once gloves are removed.

Masks

- Masks will be required when stipulated by relevant public health directives.
- Additionally, masks can be worn (and are made available) for tasks such as:
 - Where close personal contact may be required - i.e. first aid
 - In caring for a child who becomes ill
 - Any other time where a mask is desired.
- Used masks are to be disposed of immediately after use to be inaccessible from children or others.

Physical Environment

Hygiene and Health Promotion

- Signs and posters will be strategically placed around the service to alert children to the need for and the steps to follow for effective hand hygiene.
- Educators will endeavour to observe children's practices when washing hands and any relevant activities to support hygiene. Educators will provide verbal reminders of effective procedures to follow.

Service Cleanliness

Work health and safety practices, including daily routines and checklists will support the service's commitment to maintain a hygienic and clean environment for children and others.

Routine cleaning and disinfecting include:

- The kitchen environment
- Frequently touched surfaces (e.g. door handles, iPad)
- Toilet facilities

This will be additionally supported by:

- Educators ensuring all toys, dress-up clothes, paint shirts and other materials and resources are maintained to be clean and functional.
- Resources (toys etc) will be disinfected periodically throughout the term and entirely at the end of each term.
- Tables, benches, floor surfaces and toilets will be cleaned daily.
- The kitchen and eating areas will be cleaned before and after each session.
- The refrigerator and pantry area will be cleaned weekly.
- The premises will be routinely treated for the control of pests.
- Educators will ensure that contaminated items (e.g. tissues) are disposed of immediately after use.
- There will be suitable bins available for waste disposal. These are emptied daily.
- Recycled items (e.g. toilet rolls for craft activities) will not be used if they were or may have been used in a non-hygienic environment.
- Appropriate disposal of first aid waste will be adhered to.

Soiled clothing will be placed inside a plastic bag and sealed, this will then be placed inside the child's bag and the parent notified of the soiled clothing upon collection.

Covid 19

- We will remain aware of current guidance and practices around the mitigation to COVID-19 infection.
- The Approved Provider together with the Nominated Supervisor will ensure educators are advised of and support to implement current practices as they evolve.

- Relevant PPE and equipment will be sourced and maintained by Samford OSHC.
- The primary guide of cleaning and disinfecting will be sourced from the [How to clean and disinfect your workplace - COVID-19](#) resource and including within the daily cleaning schedules.

Non-Smoking

To maintain the ongoing health and wellbeing of children, families, educators and community members, we actively encourage and provide a smoke free environment. This demonstrates a commitment to the health and wellbeing of all who use Samford OSHC.

Procedures

- All service handbooks shall include information regarding the service's policy and procedures for smoking. Visitors to our service location or site shall be actively informed as required about the policy and procedures for smoking.
- Appropriate signs, displaying a no smoking symbol such as a circle with diagonal line over a picture of a cigarette, shall be displayed where relevant, in accessible places to reinforce the message of a non- smoking environment.

References

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Work Health and Safety Act 2011 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Tobacco and Other Smoking Products Act 1998 and Other Smoking Products Amendment Bill 2004*
- *Duty of Care*
- *Codes of practice*
- *First aid in the workplace code of practice 2021*
- *Work health and safety consultation, cooperation and coordination code of practice 2021*
- *Child Protection Act 1999 and Regulations 2000*
- *National Health and Medical Research Council 'Staying Healthy in Childcare' 5th edition*
- *Relevant Policies: General Health and Safety, Preventative Health and Wellbeing, Employee Orientation and Induction, Communication with Families, Safety, Infectious Diseases, Illness and Injury, Children's Toileting, Non-Smoking, Food Handling and Storage, Cleaning and Sanitising, Medication, Sun Safety, Enrolment, Hygiene, Infectious Disease Response Strategy, Employee Immunisation*

Covid 19 Management Guidelines

Steps to manage the spread of COVID-19 are seen to be generally consistent with the control of any other infectious disease. We will act to limit the exposure and spread of COVID-19 at our service.

We acknowledge the need for a coordinated approach to dealing with situations of infectious diseases in the community. We will implement any public health directions or guidance published by relevant authorities.

We will remain connected to information published by Queensland Health and other relevant and reliable sources of information. Our practices will reflect the most up to date recommendation and guidance.

Procedures

Addressing COVID-19 Risks

Accessing Information

At a minimum, the Nominated Supervisor will ensure the service is keep up to date with information on COVID-19 operational requirements through accessing published information via the Commonwealth Government Department of Health (see www.health.gov.au) and Queensland Health (www.health.qld.gov.au).

Relevant information on operational changes and financial supports via the Regulatory Authority, ACECQA and/or Department of Education, Skills and Employment will also be monitored and communicated as needed.

Communication with Families and Stakeholders

We are committed to maintaining effective communication with families as we navigate the impacts of the pandemic.

Clear and ongoing communication around the requirement to isolate if symptomatic (or infected) will be prioritised. Likewise, educators and other staff will be made aware of the requirements to present to the workplace in full health.

Any other information to assist with families accessing and coordinating care/fees will be published at the earliest convenience. Where possible, we will provide as much certainty and clarity as possible.

Hygiene

Hygiene practices will continue to be implemented and will be reviewed with contemporary guidance ([How to clean and disinfect your workplace - COVID-19](#)).

Public Health Directions

We will maintain awareness of relevant public health directions and ensure practices are consistent with any requirements, including:

Vaccinations

All staff will meet the [Public Health Direction for vaccinations](#). The Nominated Supervisor will maintain suitable records to reflect the service's compliance.

Masks Wearing

Where masks wearing is required, staff will be expected to follow these directions.

Responding to COVID-19 Occurrence

The steps contained in the COVID Management Flowchart will form the basis of a response to any COVID-19 occurrence at our service.

We recognise the requirements and recommendations for COVID-19 have continually evolved. Where there is inconsistency, the most up to date guidelines and advice will prevail over the information contained in herein.

Seeking Advice

The Public Health Unit or 13 HEALTH will be the primary sources of guidance, should we be unaware of our requirements. We will act on the recommendations and direction of the Public Health Unit/Queensland Health.

Communication and Reporting

We will provide information about the occurrence to:

- Families/Visitors
- Staff
- School (if relevant).

We recognise the Regulatory Authority is waiving the requirement to notify of COVID-19 occurrence

If relevant, we will notify Workplace Health Safety Queensland.

Cleaning and Disinfecting

We will be guided by [How to clean and disinfect your workplace - COVID-19](#) to disinfect any surfaces and resources which a COVID-positive person may have come into contact.

Service Closure

Where we have been directed to close (currently an unlikely scenario) or where there is an insufficient capacity to provide care (i.e. too many staff required to isolate), then the Approved Provider will reserve the decision to closure Samford OSHC until such time they can continue operations.

In addition to notifying parents, we will provide notification to:

- The Regulatory Authority (via NAQITS), and
- The Department of Education, Skills and Employment (via email).

Preventative Health and Wellbeing

For the ongoing and general health and safety of the children and educators, we strive to reach a standard of general preventative health and wellbeing which complies with legal requirements and as far as reasonably possible, with the standards expected in the wider community as a minimum.

Procedures

Sun Safety

Children and educators will wear hats and appropriate clothing when outside and have access to shade 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 and guided by the UV index for the day.

Educators will encourage children, including by modelling behaviour, to apply a suitable sunscreen (at least SPF50+), which is reapplied according to the manufacturer's recommendations.

Dental Health

We will encourage dental health by offering the following at afternoon tea -

- Providing easy access to water at routine meal times and encouraging swishing of mouth with water after eating;
- Encouraging fruit and vegetable consumption;

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

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

Service Environment

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

'No smoking' at or about the Service is a condition of entry for all people, including educators, parents and others entering the premises.

Cleanliness

Educators will ensure that the premises used for our Service and all toys, paint shirts and other materials and resources are kept clean. Tables, benches, floor surfaces will be cleaned thoroughly each day. Toilets will be cleaned thoroughly each day during vacation care. 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 (e.g. toilet rolls for craft activities) which were used, or suspected to have been used, in a non-hygienic environment, will not be used at the Service.

There will be suitable disposal facilities for first aid waste such as band aids, bandages, and/or blood-soaked tissues and wipes. These will be disposed of daily. Soiled clothing will be placed inside a plastic bag and sealed. Soiled clothing will be returned to the family at the end of the day.

References

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

Incident, Illness, Injury or Trauma

We proactively strive to avoid injuries or trauma occurring at our Service, and to minimise the impact of injuries, illnesses and trauma by responding appropriately and as quickly as possible to all. The rights and responsibilities of parents with respect to injuries and illnesses or trauma of their children are acknowledged and will be considered in administering all procedures.

Definitions

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

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

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

Minor incident: An incident that results in an injury that is small and does not require medical attention (e.g. a band aid)

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

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

Procedures

Parental Permission

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

Written consent from the child's parent/guardian will be sought through the enrolment process for the Coordinator (or, in absence of the Coordinator, a staff member qualified in

first aid) to obtain medical attention, in keeping with the Policies and Procedures of the Service, if required.

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

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

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

First Aid

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

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

The Coordinator (or a delegated qualified educator) will ensure that the following are kept at the Service at all times and are accessible to the educators:

- A fully maintained and equipped first aid kit, adequate for the number of children attending the Service and that items stored in the first aid kit are within the identified use by date (where applicable).
- A recognised and current first-aid manual.
- A cold pack and ice ready for use in the administering of first aid.
- A store of disposable gloves.
- Current emergency contact telephone numbers.

Immediate procedure upon incident, injury, illness or trauma

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

- *In the case of a child requiring emergency medication (EpiPen, Ventolin etc.), steps as per individual medical management plans will be immediately followed;*
- Staff will comfort and calm the child.
- Minor head injuries will be reported to the Coordinator, monitored for safety and recorded on the relevant form. Parents/guardians will be contacted.
- Significant head injuries will be reported to the parent/guardian via phone, notifying of the circumstances including: -
 - The treatment administered; and
 - Whether the child has returned to normal activities as deemed appropriate by Coordinator or first aid qualified educator.
- An educator, qualified in first aid, will administer appropriate first aid and assess the child's condition in conjunction with the Coordinator.
- Non-prescribed oral medications will not be administered to any child.
- If necessary, the Coordinator, or person in charge, will ensure that the child is separated from the other children and made as comfortable as possible in a quiet, well-ventilated area.
- If necessary, the Coordinator, or person in charge, will contact the parents/guardians to collect their child as soon as possible; and
- The child will be kept under adult supervision and their condition monitored until the parent's arrival.

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

- If a child requires emergency medication (EpiPen, Ventolin etc.), steps as per individual medical management plans will be immediately followed;
- The coordinator, or person in charge, will call an ambulance;
- All attempts will be made to notify the parents; and
- If parents are unable to accompany the child to the hospital, the Coordinator, or first aid qualified educator who administered the first aid, will accompany the child provided that they leave at least one educator who is qualified in first aid at the Service and that the Service ratios are still met.

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

Recording and reporting incident, injuries, illness or trauma

An incident, accident, injury or trauma report must be completed, as soon as reasonably possible after a child is involved in an incident, suffers an injury, illness or trauma, by the educator who administered care or first aid to the child.

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

- The child's name and age;
 - Date and time of incident, injury/trauma, or circumstances surrounding a child becoming ill and any apparent symptoms
 - Circumstances leading to the incident, injury or trauma, or circumstances surrounding a child becoming ill and any apparent symptoms;
 - Details of any incident in relation to a child, injury received or trauma to which the child has been subjected;
 - Details of action taken or treatment given to any incident, injury, trauma or illness (e.g. medications administered, medical personnel contacted);
 - Details of persons who witnessed the incident, injury or trauma;
 - The time and date that the service notified or attempted to notify the parents/guardians;
 - Name and signature of the person making the record and the time and date of the record;
- and
- Parent's signature confirming knowledge of incident, injury, trauma or illness.

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

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

The Nominated Supervisor/Coordinator acting on behalf of the Approved Provider, under section 174 (4) of the Education and Care Services National Law Act 2010 will notify the Regulatory Authority of a serious incident or emergency (refer to definition outlined above) via the National Quality Agenda IT System (NQA IT System).

References

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Child Protection Act 1999 and Regulations 2011*
- *QLD Community Ambulance Cover Act 2003*
- *Duty of Care*
- *First Aid Code of Practice 2004*
- *Relevant Policies: Observational Recording, Medication, Anaphylaxis and Asthma Management, Emergency Health and Medical Procedure Management, First Aid Waste Management, Infectious Diseases Response Strategy, Enrolment, Information Handling (Privacy and Confidentiality).*

Medication

In the interests of health and wellbeing of the children, we will only permit medication to be given to a child if it is in its original packaging with a pharmacist label attached. The pharmacist label must state the child's name and dose of medication required and expiry date. Working collaboratively with families, and with the parent's written authorisation, children will be enabled to self-administer medications.

We will follow all legislative requirements in the instances of administration of prescribed medicinal cannabis to a child at the service.

Procedures

See procedures under General Health and Safety, regarding obligations for parents/guardians to advise the service of particular health needs, including medication, for their children.

Parents will be requested, through the Family Handbook and initial enrolment procedures, to respect this Medication Policy and, wherever possible, to administer any prescribed medication to their child before or after attending the service, rather than requesting the service to do so, unless absolutely necessary.

Educators will only be permitted to administer medication to a child if it is: -

- In its original package with a pharmacist's label which clearly states the child's name, dosage, frequency of administration, date of dispensing and expiry date period; and
- Accompanied by a Medication Authority and administering form, completed by the parent/guardian.

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

All medication will be administered by the Coordinator (or an educator nominated by the Coordinator who is duly qualified in first aid) and witnessed by another educator. The Coordinator and educator as a witness must fill out and sign the Medication authority form after administering the medication. All unused medication will be returned to the parent on collection of the child.

Individual illness management plans will be developed if necessary in conjunction with the Coordinator or a qualified first aid educator, parent/guardian, child and other health/educational professionals if required.

Children self-administering medication

We permit children over preschool age to self-administer medication, however, the relevant authorisation form must be completed by the parent/guardian, prior to the child administering the medication.

This information will be detailed in the child's medical conditions management plan and the medical conditions risk minimisation plan if appropriate, and the location of the child's medication for self-administration must also be noted and made available to educators.

Educators will supervise children who are self-administering medications and to promote consistency and ensure the welfare of all children using our service. Educators will ensure each child follows all administration of medication, health and hygiene policies and procedures. We will record all instances of supervised self-administration of medication as per the procedures articulated within this policy.

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

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

Administering Medicinal Cannabis

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

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

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

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

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

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

References

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Public Health (Medicinal Cannabis) Act 2016 and Regulation 2017*
- <https://www.health.qld.gov.au/public-health/topics/medicinal-cannabis>
- *Duty of Care*
- *Relevant Policies: General Health and Safety, Anaphylaxis and Asthma Management, Emergency Health and Medical Procedure Management, Enrolment, Information Handling (Privacy and Confidentiality).*

Keeping of Animals

We recognise and acknowledge the role that animals may play in the lives of children. Animals cared for by Samford OSHC will be in keeping with any regulated requirements with adequate shelter provided.

Procedures

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

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

No animals will be permitted in food preparation areas.

Keeping of animals

The Service will only keep animals:

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

Animals cared for by us will have plenty of food, water, air, bedding and shelter. Under the supervision of educators, the children will be encouraged to help with the feeding and watering of the animals. Depending on the animal, families and educators may be encouraged to take care for it at home over periods of long weekends and/or service closures.

Stray animals

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

References

- *Duty of Care*
- *Check local authority regulations, e.g. Brisbane City Council/Moreton Bay Regional Council by-laws on keeping relevant animals before plans are made to have the animal(s) at the service.*
- *Relevant Policies: General Health and Safety, Infectious Diseases, Hygiene, Preventative Health and Wellbeing, Communication with Families.*

Chicken Coop Cleaning and Maintenance

At our service we are enriching our program and embedding sustainable practices into our day to day work with children and families through keeping chickens.

We encourage the implementation of good health and hygiene practices when caring for and handling chickens at our service.

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

Procedures

When cleaning the coop, consideration should be given to:

Personal Protective Equipment (PPE). This includes items such as a face mask, gloves and protective footwear (such as gum boots). Staff taking responsibility for cleaning the coop should consider doing this in the absence of children. The bacteria in chicken faeces and feathers may be airborne and if inhaled can cause respiratory infection or illness. Taking care with cleaning and maintenance minimises the risk of any such hazards.

Coop cleaning process

- Shovel and scrape all of the manure, dirt, soiled bedding and feathers into a sturdy garbage bag for removal. It's important to be thorough in this step.
- Use a hose with a firm spray to give the roosts, and nesting boxes a good spray down to remove the fine dust and soften any stuck-on manure or dirt.
- Scrape, shovel and bag again. Do a final sweeping/scraping of any remaining, softened manure or dirt, then allow the water to drain or sweep the water out as required.
- Use a mixture of white vinegar and water. Simply mix about 15ml of vinegar with water in a spray bottle to spray the coop. Spray on and lightly hose off.
- Disposable PPE should be bagged for removal. Staff should thoroughly wash their hands after they have cleaned the coop.

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

Guidelines for handling chickens

- Ensure that the children wash their hands prior to and after handling chickens;
- Consideration should be given to those with allergies to eggs as exposure can trigger an allergic reaction;
- Ensure that chickens have access to feed and fresh water throughout the day, and that their water is clean;

- Check on your flock daily to ensure they are all active and appear to be healthy. If you notice that your chickens do not appear to be bright and healthy, consult your veterinarian as soon as possible;
- Gather eggs from chicken nesting boxes daily. When collecting eggs, keep in mind the importance of refrigerating them promptly. This will help to maximise freshness;
- After collecting eggs gently rub them under warm water to remove faeces or dirt; and
- When refrigerated, eggs can be easily kept fresh for two to three weeks. Mark your eggs lightly with a pencil to remind you of the date they were collected.

Guidelines for caring for the chickens over weekends and Christmas holidays

During holiday closure (2 weeks for the Christmas/New Year period) when OSHC is not operating the chickens will be relocated to a suitable environment in an appropriate carrier and be cared for by a nominated responsible person.

On weekends the chickens will be provided with sufficient food and water to ensure their needs are met for the period between 6pm on the Friday to 6.45am on the Monday when OSHC is not operating. In the case of an extended weekend a nominated responsible person will relocate the chickens in a suitable carrier to the desired location nominated and return the chickens to OSHC once this time has passed.

References

- <http://www.backyardchickencoops.com.au> accessed 10 May 2016
- *Education and Care Services National Law Act (2010) and Regulations (2011)*
- *Work Health and Safety Act 2011 and Regulations 2011*
- *Duty of Care*
- *Policies: 4.1 - General Health and Safety, 4.3 - Hygiene, 4.4 - Preventative Health and Wellbeing, 6.2 - Provision of resources and Equipment, 6.3 - Work, Health and Safety.*

Snake Awareness

Samford OSHC is located in bush setting where it is known snakes may be active and present. Snakes are most prevalent during Spring or Summer but could be encountered at any time of the year- especially on sunny days.

Unprovoked, snakes rarely attack humans and are generally shy, timid animals that will avoid conflict if given the opportunity. Snakes are protected under the Nature Conservation Act 1992 and it is an offence to kill or injure them. The greatest risk of snake bite from venomous snakes is from people trying to kill or handle them.

Our Service is committed to providing a safe and healthy environment for children and staff whilst being respectful of wildlife in and around our environment. We aim to minimise the potential risk of injury from a snake bite by educating children and staff about the risks associated with snakes.

PURPOSE

We aim to ensure every reasonable precaution is taken to protect children and staff from harm and hazards likely to cause injury, including the potential risk from snake bites. This policy aims to define the risks of snakes within our service environment, the necessary strategies implemented to minimise the risk of snake bites and the appropriate medical response if required.

IMPLEMENTATION

MANAGEMENT/NOMINATED SUPERVISOR WILL:

- conduct a risk assessment to identify the potential risk of encountering a snake on the service premises
- develop an emergency plan and procedure to include the response if encountering a snake and actions required in case of a snake bite
- provide emergency first aid training for all educators annually
- ensure an emergency action plan is displayed in a prominent location should a snake bite occur
- ensure we have Snake First Aid Kits containing compression bandages
- ensure daily inspections of the outdoor and indoor learning environment are conducted prior to children arriving at the service
- ensure lawns and gardens are well maintained
- cut any long grass around the boundaries of the premises
- reptile proof any chicken or other animal enclosures
- educate children about how to respond to a snake sighting or encounter at the service or when participating on an excursion
- have the contact number of Steve Brown a licensed snake handler readily available to assist in rescuing the snake if the snake cannot return to its natural environment- [for

example the snake is located in a garden shed or storage container; the snake is located inside and is unable to exit the building/premises]

- follow procedures for notification of a serious incident in the unlikely event of a staff member or child being bitten by a snake
- complete an Illness, Accident or Incident Record
- ensure all educators and staff wear enclosed footwear at all times

EDUCATORS WILL:

- examine the Service grounds during their daily indoor and outdoor safety checks to ensure no snakes are sighted
- become familiar and confident with the Service's emergency evacuation policies and procedures in case of a snake encounter or snake bite
- always leave snakes alone
- participate in annual First Aid training
- ensure the first aid kit is easily accessible and contains compression bandages
- notify the Nominated Supervisor/Approved Provider immediately if a snake is sighted
- wear adequate clothing and enclosed shoes at all times
- educate children about snakes and snake bite prevention behaviours
- ensure children are reminded on a regular basis that if they encounter a snake, to stand still and slowly move away quietly and report the sighting to an educator
- educate children not to put their hands into hollow logs or rock crevices

ENCOUNTERING A SNAKE

If a snake is sighted or encountered at the Service educators and staff will:

- inform children to freeze and call for help, an educator will help them move away quietly and carefully in the opposite direction of the snake
- remove all children and staff from the immediate area, or evacuate the room until snake is removed if indoors
- isolate this area until the snake is removed or moves
- note the location of the snake
- if possible, monitor the snake from a safe distance (at least 5 metres away)
- if snake remains and is perceived to be a threat, contact local snake handler Brisbane North Snake Catchers and Relocation - Steve Brown - 0449 922 341
- if indoors, close doors to the room and place towels along the bottom of the doors so the snake cannot move to another area and wait for snake handler to remove the snake
- **do not** approach the snake or try to contain it

EMERGENCY SNAKE BITE ACTION PLAN

- Conduct a primary survey of the area - do not attempt to catch or kill the snake
- Stay calm and call for help- have someone call 000 for an ambulance
- Reassure the child/adult and encourage them to keep calm and still
- Use snake bite first aid kit
- Immediately apply a firm bandage over the bite marks or scratches

- Apply Pressure Immobilisation Technique (see Appendix 1)
- Maintain continued pressure and immobilise ensuring the child/adult does not move
- Rest and reassure the patient
- Do not take off clothing
- Do not wash bite as a venom sample can be used to identify the snake
- Do not cut or suck the bite to drain venom
- Do not apply a tourniquet
- Do not apply ice
- Be prepared- resuscitation may be required

FAMILIES WILL:

- familiarise themselves with the *Snake Awareness Policy*
- ensure their child wears closed shoes to the Service
- reinforce snake awareness behaviours with their child- especially during 'snake season'
- provide feedback to the Service regarding this policy for review and improvement

APPENDIX 1

Pressure immobilisation bandage

A pressure immobilisation bandage is recommended for anyone bitten by a venomous snake. This involves firmly bandaging the area of the body involved, such as the arm or leg, and keeping the person calm and still until medical help arrives.

Follow these steps to apply a pressure immobilisation bandage:

- First put a pressure bandage over the bite itself. It should be tight, and you should not be able to easily slide a finger between the bandage and the skin.
- Then use a heavy crepe or elasticised roller bandage to immobilise the whole limb. Start just above the fingers or toes of the bitten limb and move upwards on the limb as far as the body. Splint the limb including joints on either side of the bite.
- Keep the person and the limb completely at rest. If possible, mark the site of the bite on the bandage with a pen (source: health direct).

SOURCE

Australian Children's Education & Care Quality Authority. (2014).

Australian Venom Research Unit, University of Melbourne www.avru.org

Australian Capital Territory Government Environment, Planning and Sustainable Development Directorate-

Environment *Urban Wildlife Snakes*

[Education and Care Services National Regulations](#). (2011)

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).

Guide to the National Quality Framework. (2018). (Amended 2020).

Health Direct <https://www.healthdirect.gov.au/snake-bites>

Revised National Quality Standard. (2018).

St John Ambulance Australia (2020 *First aid fact sheet Snake Bite*)

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS

12	Meaning of serious incident
85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
89	First Aid Kits
97	Emergency and evacuation procedures
98	Telephone or other communication equipment
100	Risk assessment must be conducted before excursion
168	Education and care services must have policies and procedures

Sun Safety

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

We will provide a Sun Smart environment that supports Sun Safe practices and creates an awareness of the need to reschedule outdoor activities to support said practices.

Procedures

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

Parents will be asked to provide:

- A broad brimmed Sun Smart hat which protects the face, neck, ears and crown of the head for their child as well as encouraging them to wear it. Caps are not a suitable replacement.
- Appropriate Sun Smart clothing that protects as much of the skin as possible. Loose fitting clothing and darker colours will be more comfortable and effective.

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

The Coordinator will:

- Ensure all sun protection measures are applied to children, staff and visitors while outside when the UV level is 3 or above, which in Queensland, is all year round including:
 - Wearing adequate Sun Smart clothing and utilising shaded and/or covered areas.
 - Wearing broad-brimmed hats that protect the face, neck and ears.
 - Applying SPF 50+ broad-spectrum, water-resistant sunscreen 20 minutes before going outdoors and reapply every 2 hours (with parent permission and allergy safe as required).
- Ensure all staff, children and visitors act as positive role models and demonstrate Sun Smart behaviour when attending the service.
- Ensure that adequate shade is provided during outdoor events including excursions.
- Ensure appropriate signage encouraging the use of sunscreen and sun safe practices are displayed in areas visible to children and staff

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

References

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

Work Health and Safety Act 2011

Duty of Care

Cancer Council Queensland's Sun Smart Policy Guidelines - Early Childhood Cancer Council Australia

Relevant Policies: Physical Activity, General Health and Safety, Preventative Health and Wellbeing, Enrolment, Communication with Families.

Children's Toileting

We recognise the need to ensure the safety of all children whilst accessing the toilet and acknowledge that from time to time, 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.

Procedures

Educators 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 in the OSHC designated area. Adults shall have access to the toilets located in the OSHC designated area.

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.
- The staff member shall lock the entrance to the toilet. If this is not possible then a sign shall be placed outside the toilet to notify children that an educator is using the toilet and that they cannot be accessed at this present time by children.
- 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.
- If a child is involved in a personal hygiene incident, at the Coordinator's discretion, the Parents/Guardian may be notified and shall have the opportunity to collect the child.
- Children who are frequently troubled with personal hygiene and toileting needs shall be requested to provide spare clothes and pull ups if necessary.

Escorting children to the toilet

Educators will observe practices to ensure that they are not placing themselves in a compromising situation while escorting children to the toilet area and will ensure that a minimum of three children are escorted at any one time. It is recognised that in some circumstances, a third child may not be available and that in these cases, a minimum of two will be acceptable. Children shall be regularly reminded to go to the toilet. Where the toilet is out of direct supervision of educators, children shall be escorted or an older child year 4,5 or 6 will take them as required.

Educators will ensure that they radio every child and notify other staff when escorting children to the toilet in another area.

Educators will give children verbal warning if they need to enter the toilets if the children are taking longer than expected. Educators will radio their intention before entering the toilet area so other educators are aware of the situation. Only male educators will enter the male toilets and only female educators will enter the female toilets where possible

Assisting children with toileting

Educators will notify the Coordinator that a personal hygiene incident requires their support and, where possible, a second team member shall be called to be present during the toileting support. Gender and developmental consideration should be given to the situation to ensure the most appropriate educators manage the situation and that the process is open and transparent and that the dignity and rights of the child to privacy are maintained.

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

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

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

All staff shall be provided with training and support to assist in toileting children, 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 will 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 will 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.

References

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Family and Child Commission Act 2014*
- *Child Protection Act 1999 and Regulations 2000*
- *Relevant Policies: Respect for Children, Safety and Wellbeing of Children, Protecting of Children from Harm, Educator Ratios, Including Children with Special/Additional Needs, Excursions, Hygiene, Enrolment, Communication with Families*

Anaphylaxis, Diabetes and Asthma Management

Managing Children at Risk of Anaphylaxis

We recognise the increasing prevalence of children attending OSHC who have been diagnosed with severe allergies and/or anaphylactic reactions. Such reactions may be the result of severe allergies to eggs, peanuts, tree nuts, cow milk, shell fish, bee or other insect stings, latex, particular medications 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.

We will take appropriate action to minimise, as far as reasonably practicable, exposure to known allergens where children have been diagnosed with anaphylaxis. These specific actions will be identified through the risk minimisation planning procedure.

Procedures

Parents will be requested, through the initial enrolment procedures, to ensure that we are made aware of any allergies that their child may be suffering. Information regarding the triggers and severity of allergic reactions will also be requested.

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

We will take appropriate action to minimize, where possible, exposure to known allergens where children have been professionally diagnosed with anaphylaxis and this information has been presented to OSHC with certification from a medical practitioner. In recognising food allergies are a common (but not the only) source of allergy, in order to minimise the risk of exposure of children to foods that might trigger a severe allergy or anaphylaxis in susceptible children, we will adopt the following practices:

- Educate children about food allergies and ways to keep people safe;
- Actively discourage children to trade or share food, utensils or food containers;
- Ensure all food handling supports children's medical management plans;
- Request families to label all drink bottles and lunch boxes with their child's name;
- Consider the contents of food and non-food items for inconspicuous triggers;
- Monitor attendances to ensure that meals/snacks prepared at OSHC do not contain identified allergens when those children are in care; and

- Where a child is known to have a susceptibility to severe allergy or anaphylactic reaction to a particular food, we will develop policy and implement practice for the management of children, educators or visitors bringing foods or products to the OSHC containing the specific allergen (e.g. nuts, eggs, seafood).
- No food products to be used in craft, cooking and science experiences will be adapted so children with allergies may participate.
- Instruct educators preparing food about measures necessary to prevent cross contamination between foods during the handling, preparation and serving of food.
- Ensure that all food preparation areas and utensils are regularly cleaned and sanitised.

Symptoms of Anaphylaxis

Can include any one of the following:

- Difficult/noisy breathing.
- Swelling of the tongue.
- Swelling/tightness in the throat.
- Difficulty talking and/or hoarse voice.
- Wheeze or persistent cough.
- Persistent dizziness and/or collapse.
- Pale and floppy (in young children).

In some cases, anaphylaxis is preceded by less dangerous allergic symptoms such as:

- Swelling of face, lips and/or eyes.
- Hives or welts.
- Abdominal pain and vomiting (these are signs of anaphylaxis for insect allergy).

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

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

Individual children's health care and management plans are discussed on a regular basis with all educators.

Each child will have the appropriate medication including EPIPEN accessible to educators in a lockable medicine cabinet. All expiry dates of auto-injector devices accessible at OSHC will be closely monitored. Parents will be notified immediately of an impending expiry dates of these devices and provision to OSHC of an up to date device arranged. Appropriate medication shall be stored at OSHC for each child in clearly labelled and marked containers, in a location that is known to educators and easily accessible to adults but inaccessible to children. Children will not be allowed to attend Samford OSHC without their medication being available.

Responding to Symptoms

All children diagnosed with being at risk of anaphylaxis must have a medical management plan outlining what to do in an emergency. This plan will be followed in the first instance (Regulation 90(c)(ii)). Additionally, a risk minimisation plan must be developed in consultation with the parent of a child diagnosed with being at risk of anaphylaxis to identify any triggers/allergies and how these will be managed and monitored within our service (procedures outlined above). The action outlined in a medical management plan should be followed in the first instance. In the case of a child who has not been previously diagnosed with being at risk of anaphylaxis but is displaying symptoms, the following actions will be taken. The emergency anaphylaxis management qualified educator should be immediately sought by any persons identifying symptoms in a child and/or suspecting a child may be suffering an anaphylactic episode.

1. Lay the person flat - do NOT allow them to stand or walk.
2. Phone emergency services (ambulance).
3. Phone parent (if practicable).
4. Commence CPR at any time if person is unresponsive and not breathing normally.
5. Transported to hospital by ambulance (for observation). Authorisation for administering adrenaline autoinjector (EpiPen or similar) medication is not required in an emergency. Educators should administer medication, then notify the parent and/or emergency services as soon as practicable (Regulation 94)

In the case of any emergency event, the parent of the child is to be contacted and informed once reasonably practicable to do so. Reporting will follow the practices outlined in 4.5 Incident, Illness, and Injury and Trauma policy.

We will ensure all educators receive a copy of the necessary policies as part of their orientation/induction to the service.

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

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

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

Emergency Medication

In circumstances where a child requires an EpiPen (or similar) we will request an additional device is stored at OSHC at all times that the child attends. Failure to do so will mean that the child is unable to attend until one is supplied.

Diabetes Management Practice (Regulation 90 (1)(a))

Children with type 1 diabetes are at most risk from hypoglycaemia (hypo) which occurs when blood sugar levels are too low. Elements that can cause a hypoglycaemia include:

- A delayed or missed meal, or a meal with too little carbohydrate;
- Extra strenuous or unplanned physical activity;
- Too much insulin or medication for diabetes; and/or
- Vomiting.

Hypoglycaemia Symptoms

- headache,
- trembling,
- looking pale,
- feeling hungry,
- sweating,
- lethargy,
- crying,
- being irritable,
- hunger; or
- feeling/acting confused.

Action to manage this should be outlined in management plans. Educators will follow the steps identified in the plan (Regulation 90(c)(ii)). However, where the plan does not specify actions, the educator will inform the Nominated Supervisor/Responsible Person. We will phone parents, and if needed, support the child to ingest some sugar and rest. The child will be actively monitored while resting.

Symptoms of severe hypoglycaemia include being

- extremely drowsy or disorientated and completely refusing food,
- unconscious,
- having a fit/convulsion, or

- unresponsive.

Any child presenting with these symptoms will require emergency medical attention. The Nominated Supervisor (or Responsible Person or any relevant educator) will respond by calling emergency services (000) for an ambulance immediately. Relevant first aid practices will be used in the absence of emergency service advice and/or treatment.

Hyperglycaemia (hyper) occurs when blood sugar levels are too high. It can be caused by not administering enough insulin, eating too many carbs, stress, hormones, weather and physical activity.

Hyperglycaemia Symptoms

- Feeling excessively thirsty,
- Frequently passing large volumes of urine,
- Feeling tired,
- Blurred vision,
- Infections (e.g. thrush, cystitis, wound infections),
- Weight loss.

Action to manage this should be outlined in management plans (Regulation 90(c)(ii)). Where this has not been identified educators will inform the Nominated Supervisor/Responsible Person. We will phone parents. It is likely the child will require medication. If needed we will call emergency services.

Where diabetic management is required, we will ensure that educators are adequately and appropriately trained in the use of insulin injection devices (syringes, pens, pumps) used by children at the service with diabetes. In the event of major concerns regarding insulin levels of a child, the Nominated Supervisor (or Responsible Person or any relevant educator) will respond by calling emergency services (000) for an ambulance immediately.

Asthma Management

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

Procedures

We will ensure that at least one educator with a current first-aid and CPR qualification, anaphylaxis management and emergency asthma management training as required by the *Education and Care Services National Regulations 2011*, attends any place children are being

cared for, and immediately available in an emergency, at all times that children are being cared for by the Service.

We will provide opportunities for all staff to participate in and receive regular education on asthma and appropriate management strategies.

All children diagnosed with asthma must have an action plan outlining what to do in an emergency developed in consultation with families and the child's medical practitioner. Each plan will be displayed in a clearly accessible area.

A medical risk minimisation plan will be developed in consultation with the parent/guardian of a child with specific health care needs, allergies or other relevant medical conditions to identify the possible exposure to allergens and how these will be managed and monitored within OSHC. The action outlined in the action plan should be followed in the first instance.

We will ensure all families of children identified with asthma and the educators at our service, receive a copy of the Medical Conditions Policy and Asthma Policy.

Educators will be made aware of children who suffer from Asthma and provided with training to recognize the relevant triggers and to follow the risk minimization strategies and specific management plans to manage the condition. These triggers may be food intolerances or environmental.

Asthma Flare-Up Symptoms

The most common symptoms of asthma are:

- Wheezing - a high-pitched sound coming from the chest while breathing
- A feeling of not being able to get enough air or being short of breath
- A feeling of tightness in the chest
- Coughing

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

- Sit the child upright. The educator will stay with the child and be calm and reassuring;
- Give four (4) puffs of blue reliever medication with slow and deep breathing in after each puff. If using a spacer, follow each of 4 puffs with 4 breaths in and out following each puff;
- Wait four (4) minutes. If there is no improvement, give four (4) more puffs as above;
- If there is still no improvement, **call emergency services;**

- Keep giving four (4) puffs every four (4) minutes until the emergency service arrive.

Authorisation for administering asthma medication is not required in an emergency. Educators should administer medication, then notify the parent and/or emergency services as soon as practicable (Regulation 94)

In the case of any emergency event, the parent of the child is to be contacted and informed once reasonably practicable to do so. Reporting will follow the practices outlined in 4.5 Incident, Illness, and Injury and Trauma policy.

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

- An emergency supply of Ventolin blue puffer, expiry dates of all puffers used will be closely monitored and replaced when expired.
- A spacer device that is compatible with the puffer.

Puffers and spacers from the emergency asthma first aid kit must be thoroughly cleaned after each use to prevent cross contamination, expiry dates of all puffers used will be closely monitored and replaced when expired.

Responding to Emergency Asthma Incidents

The procedure outlined in the child's medical management plan should be followed in the first instance (Regulation 90(c)(ii)). However, if this does not alleviate the asthma symptoms, or where a child is not known to have asthma (therefore no plan has been provided), an educator will provide first aid following the steps outlined by Asthma Australia. If the treating educator is not trained in emergency asthma management, the emergency asthma qualified educator should be immediately sought by any persons identifying symptoms in a child and/or suspecting a child may be suffering from an asthma flare-up (sometimes referred to as an asthma attack).

All asthma medication provided by families and administered by educators must be in accordance with the Medication Policy of this service.

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

References

- *Education and Care Services National Law Act, 2010 and Regulation 2011*
- *Duty of Care*
- *Work Health and Safety Act 2011*
- *Health (Drugs and Poisons) Regulation 1996*
- *Family and Child Commission Act 2014*
- *Relevant Policies: General Health and Safety, Preventative Health and Wellbeing, Medication, Emergency Health and Medical Procedure Management, Enrolment.*

Emergency Health and Medical Procedure Management

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

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

Procedures

All educators will have access to information about the children's medical conditions, medication and management procedures required. Written procedures (management plan) shall be clearly displayed for managing emergency situations which shall include information about:

- Contact numbers for family, medical practitioner and ambulance.
- Triggers, reactions, warning signs and symptoms of possible emergency.
- Instructions on first aid management from medical practitioner or recognised authority.
- Medication requirements, dosage and method of administration.

Children may have a personal management plan (maintained confidentially) which would include further information such as:

- Guidelines for participation in specific activities if required, such as swimming or high-level physical games and activities.
- Contact details and parent consent forms as required.
- Medical practitioner consent forms as required.
- Medication administration documentation.

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

Medication will be taken as required on excursions in an appropriately secured/locked container readily accessible to administering educators. In the event of emergency first aid being required, procedures as set out in the Incident, Illness, Injury or Trauma Policy will be followed.

Written records and reports regarding implementing emergency health and medical procedures will be completed by the administering educator within 24 hours and lodged with the Coordinator.

Coordinator will ensure that written reports are lodged with relevant authorities within the required time frame.

References

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Health (Drugs and Poisons) Regulation 1996*
- *Work Health and Safety Act 2011*
- *Family and Child Commission Act 2014*

Relevant Policies: Medication, Anaphylaxis and Asthma Management, Enrolment, Information Handling (Privacy and Confidentiality), Risk Management and Compliance.

First Aid Waste Management

We acknowledge the need to manage first aid waste effectively to prevent cross infection or contamination from waste materials. Such materials include, but not be limited to: band aids, bandages, swabs, cotton buds/balls and ice packs.

Procedures

All first aid waste will be bagged, sealed and placed in the rubbish bin which will be emptied daily.

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

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

When conducting first aid, educators will:

- Remove required items to be used to manage first aid from the first aid kit;
- Place items in/on a non- contaminated surface;
- Clean the injured area of the person using principles of first aid as per policy/ procedure and training the used swab or like will then be placed in the Ziplock bag and placed in the lined waste bin.
- Be required to change gloves if changing the type of activity, they are managing with first aid e.g. cleaning to bandaging. These gloves should also be placed in a bag and sealed and placed in the waste bin to be emptied that day.

References

- *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*
- *Relevant Policies: Incident, Illness, Injury or Trauma, Emergency Health and Medical Procedure Management, Workplace Health and Safety*

Vehicle Restraint

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

Procedures

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

- Children under the age of seven must not be seated in the front row of seats in a taxi. Taxi drivers will be responsible for ensuring that children between the ages of seven and sixteen are properly restrained in a seatbelt. We will support the taxi driver in meeting such requirements;
- We will ensure that children up to the age of seven are appropriately restrained when using Taxi transport, whether in an approved child restraint or adult seatbelt. This may mean that the service provides their own restraints, however, there is no requirement in a Taxi to do so.

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

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

Source:

Queensland Department of Transport and Main Roads, Child Restraints - questions and answers, 2011 - accessed 23rd June 2011.

References

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

QLD Transport Operations (Passenger Transport) Act 1994 and Regulations 2005

Family and Child Commission Act 2014

relevant Policies: Excursions, Transport for Excursions, Risk Management and Compliance.

Children with Medical Conditions

We recognise the increasing prevalence of children attending OSHC who have health needs and relevant medical conditions including asthma, diabetes or at risk of anaphylaxis, requiring sound practices and planning to ensure their health and wellbeing are cared for. We are committed to a planned approach to the management of such medical conditions, and one that meets the legislative compliance of an education and care service (Education and Care Services National Regulations 77, 90-96, 160-162, & 168 (2) (d).

Importantly, we recognise some children attend our service with both highly sensitive and potentially life-threatening conditions. Management and responsiveness of these medical needs is a critical aspect of their care. All children with additional health needs or relevant medical conditions will have medical management plans provided and displayed. Additionally, we will work collaboratively with parents and families to ensure we understand and address risks associated with a child's need/condition (risk minimisation plans). Embedded within these plans are the outlined procedures to update information and actions as required (communication plans).

We are committed to ensuring our educators are equipped with the knowledge and skills to support children's medical needs. The Approved Provider will seek to ensure all children attending OSHC receive the highest level of care and protection. Where relevant, additional training, resources and knowledge will be provided to educators to support the practices of OSHC to attend relevant health and medical needs.

Procedures

The procedures to manage children's medical conditions are contained within the following documents:

- Individualised Medical Management (Medical Management, Risk-Minimisation and Communication Plans)
- Practices for the Management of Specific Medical Conditions
- Asthma Management Practices
- Managing Children at Risk of Anaphylaxis
- Diabetes Management Practices
- Self-administering of Medication

Individualised Medical Need Management (Medical Management, Risk-Minimisation and Communication Plans)

Any child enrolled at Samford State School OSHC who has been identified with a health need, allergy or relevant medical condition will require:

- An **Action Plan** to be supplied by the parent (Regulation 90(c)(I));
- The development of a **Medical risk-minimisation plan** in consultation with a parent; and

- **communication plan (part of our medical risk minimisation plan)** (for staff members to be informed of the health and medical needs of children.

Medical Management and Risk-Minimisation Plans (Regulation 90(c)(iii))

Our enrolment forms will outline a child's medical needs. Where the parent indicates a child has an additional medical need, the Nominated Supervisor will communicate with the family to identify the need for an action plan to be provided to our service and to be a part of the creation of a medical management, risk-minimisation including in that a communication plan. A parent may notify OSHC at any time of a change in a child's medical needs. Where a parent indicates a child has the following, a medical management plan risk-management will be developed:

- asthma,
- diabetes
- diagnosed at risk of anaphylaxis
- any allergy or health care need requiring specific action to be taken during an incident
- the development of a risk-minimisation plan relating to food safe handling, preparation, and consumption

The Nominated Supervisor will:

- Require a current medical management plan be provided to OSHC by the parent with consent that this is made accessible in a visible location to all educators.
- Require action plans to be prepared in collaboration with a relevant health professional.
- Request parents to review medical management plans annually.
- Ensure all educators are adequately trained in our emergency medical management procedures and the administration of emergency medication;
- Collaborate with parents/guardians of children with specific health needs, allergies or other relevant medical conditions to develop a risk minimisation plan; and
- Inform all educators and volunteers, of children with specific health needs, allergies or other relevant medical conditions and the risk minimisation procedures for these.

Medical Management Plans must be followed in the event of an incident relating to the child's specific health care need, allergy or relevant medical condition (Regulation 90(c)(ii)). The action plan should be developed in consultation with the child's registered medical practitioner with the procedures to follow from the medical practitioner documented in the action plan. The action plan should include the following:

- A photo of the child;
- Details of the specific health care need, allergy or relevant medical condition including the severity of the condition;
- Any current medication prescribed for the child;
- What may trigger the allergy or medical condition (if relevant);

- Signs and symptoms to be aware of as well as the response required from OSHC in relation to the emergence of symptoms;
- Any treatment/medication required to be administered in an emergency;
- The response required if the child does not respond to initial treatment;
- When to call an ambulance for assistance; and
- Contact details of the doctor who signed the plan.

If a child with a chronic illness or medical condition that requires invasive clinical procedures or support is enrolled at OSHC, prior arrangements will be negotiated with the parent/guardian, coordinator and appropriate health care workers to train educators in appropriate procedures. Such arrangement and procedures will be established in consultation with the child's medical practitioner. Arrangements will be formalised prior to the child commencing at the service.

Medical Risk-Minimisation Plans are developed in consultation with parents of the child. They are to ensure:

- the risks relating to the child's specific health care need, allergy or relevant medical condition are assessed and minimised;
- if relevant, the safe handling, preparation, consumption and service of food;
- if relevant, the parents are notified of any known allergens that pose a risk to a child and strategies for minimising the risk;
- to ensure all staff members and volunteers can identify the child, the child's medical management plan and the location of the child's medication; and
- if relevant, the child does not attend the service without medication prescribed by the child's medical practitioner in relation to the child's specific health care need, allergy or relevant medical condition.

Communication Plans (Regulation 90(c)(iv))

Embedded within the Medical Risk-Minimisation Plan will be procedures outlined of how communication of the plan will be undertaken to ensure staff and visitors are aware of relevant risks and strategies.

Additionally, the plan will document how a parent may update any relevant details to the management of or details regarding a child's medical condition. This can include reviewing details of the *medical risk-minimisation plan*.

To remove any doubt, a child's parent can at any time communicate any changes to the medical management plan and risk-minimisation plan for the child. While each plan will

outline specific steps, the parent can also direct any of these changes to the Nominated Supervisor.

Copy of Policy Provided (Regulation 91)

Parents will be provided copies of the *medical risk-minimisation plan* and asked to confirm their approval. Attached to all each *medical risk-minimisation and communication plan* will be a copy of this policy (4.17 Children with Medical Conditions). These records will be stored with the child's enrolment.

Communication of Plans and Policies

Action Plans are displayed in the OSHC kitchen below our air conditioner. This location provides discretion from public view and display for all educators of our service. The Nominated Supervisor is responsible for ensuring all educators, other staff and volunteers are able to identify a child with a specific health care need, allergy or other relevant medical condition and be able to locate their information, plans and medication/s easily.

Risk-Minimisation Plans will be stored with in our medical plan folder in the staff room. All risk-minimisation plans will be communicated with staff. Educators will be asked to sign acknowledgement of reading the risk-minimisation plan. This will document the communication and subsequent understanding of what is required.

Practices for the Management of Specific Medical Conditions (Regulation 90(1)(b))

Induction and instruction of this policy will be provided to every staff member and volunteer engaged at our service. Each person must acknowledge they have been trained, read the policy and understand the practices required to support children's health and medical needs.

Individual children's relevant health needs and corresponding plans will be discussed on a regular basis with all educators to ensure staff have sound knowledge of practices and emergency management actions.

We will ensure ~~that~~ at least one educator with a current first-aid and CPR qualification, anaphylaxis management and emergency asthma management training attend any place children are being cared for, and immediately available in an emergency, at all times that children are being cared for by Samford State School OSHC. We are committed to exceeding the required minimum standards through providing asthma and anaphylaxis management training for all educators at least annually.

Management of Medical Conditions

Children identified with asthma or anaphylaxis allergies will be managed in accordance with the specific Asthma Management and Anaphylaxis Management Policies of our service.

Children with other health care needs or relevant medical conditions will be managed in accordance with their individual medical management plan and risk minimisation plan.

In order to effectively manage other health care needs and medical conditions we will implement the following procedures:

Diabetes

In developing individual children's medical management plans, we will implement procedures to ensure children with diabetes do not suffer any adverse effects from their condition while attending OSHC. These include ensuring they do not suffer from hypoglycaemia (have a "hypo") which occurs when blood sugar levels are too low. Things that can cause a "hypo" include:

- A delayed or missed meal, or a meal with too little carbohydrate;
- Extra strenuous or unplanned physical activity;
- Too much insulin or medication for diabetes;
- Vomiting.

Children with Type 1 diabetes may also need to limit their intake of sweet foods. We will ensure information about the child's diet including the type and amount of appropriate food is part of the child's medical management plan and that this is used in developing their individual medical conditions risk minimisation plan.

We will ensure that educators are adequately and appropriately trained in the use of insulin injection devices (syringes, pens, pumps) used by children at OSHC with diabetes. In the event of major concerns regarding insulin levels of a child an ambulance will be called.

If a child is displaying symptoms of a "hypo" the service will:

- Ensure a first aid trained educator provides immediate first aid which will be outlined in the child's medical management plan and may include giving the child some quick acting and easily consumed carbohydrate.
- Call an ambulance by dialling '000' if the child does not respond to the first aid and apply first aid as per instruction from the ambulance;
- Contact the parent/guardian or the authorised person to be notified in the event of illness if the parent/guardian cannot be contacted.

Skin Rashes

Rashes are common in children and can be caused by a viral infection. It is important to be able to assess the rash as this may help with diagnosis.

When assessing a rash, educators should also consider other signs and/or symptoms. These might include (but are not limited to):

- Fever
- Unusual behaviour (cranky or less active; cries more than usual; seems uncomfortable/irritable; just seems unwell)
- Loss of appetite
- Vomiting
- Headache and/or stiff neck
- Frequent scratching, crusty skin/discharge from skin
- Trouble breathing

Also, when observing the rash, educators should note:

- What the rash looks like (e.g. dark red like a blood blister; small red pinheads; large red blotches; a solid red area all joined together or blisters)?
- How does the rash feel to touch (e.g. raised slightly, with small lumps or swollen)?
- Is the rash itchy and where on the body did the rash start (e.g. head, neck)?
- Where is the rash now (e.g. head, neck, abdomen, arms, legs)?

The Coordinator should be informed of any children presenting with a rash to determine whether there is cause for concern for the child's health and the health of other children and educators. The parent/guardian will be called immediately if deemed necessary.

Educators must regularly check the appearance of the rash and note time and any changes on the form. This is important information in case the child needs medical attention.

If concern is expressed about the rash, then the child will be isolated from other children until the parent/guardian is informed and can collect the child from OSHC. If educators are concerned about serious symptoms in conjunction with the rash (e.g. the rash being purple, or spreading very quickly), then an ambulance will be called.

Eczema

If a child suffers from eczema, parents/guardians will be requested to supply a doctor's certificate stating this. A medical management plan will be developed and implemented to enable educators to follow any treatment prescribed by the child's medical practitioner. A child with eczema is not excluded from attending OSHC.

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

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

Educator Training and Qualifications

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

Additionally, children who are enrolled in the service with medical conditions and needs requiring specialist knowledge or training will be supported. Educators will have access to training relevant to children's medical needs.

References

Duty of Care

Check local authority regulations

State Government Victoria. (2013, September). National Quality Framework - Children with Medical Conditions Attending Education and Care Services. Retrieved from Department of Education and Early Childhood Development:

<http://www.education.vic.gov.au/Documents/childhood/providers/regulation/nqfmedicalconditionsfactsept2013.docx>

University of Wollongong. (2013, August). Medical Conditions Policy. Retrieved from UniCentre - University of Wollongong:

<http://unicentre.uow.edu.au/content/groups/public/@web/@unic/@mrkt/documents/doc/uow146296.pdf>

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

Relevant Policies: Inclusion, General Health and Safety, Infectious Diseases, Hygiene, Preventative Health and Wellbeing, Medication, Anaphylaxis and Asthma Management, Supervision of Children, Food Handling and Storage, Menu Development, Emergency Equipment and Facilities, Educator Professional Development and Learning, Employee Orientation and Induction, Enrolment, Communication with Families, Risk Management and Compliance, Privacy.

First Aid

We acknowledge its responsibility to ensure appropriate procedures are in place for managing all incidents requiring first aid treatment. Therefore, a proactive approach is taken in ensuring all educators are aware of their responsibilities, are suitably trained in first aid response and have access to appropriate first aid equipment.

Procedures

First aid supplies and resources

As per regulatory requirements, we will ensure there are an appropriate number of suitably equipped first aid kits that are accessible for use within the Service. As per the *First Aid in the Workplace Code of Practice 2014*, the first aid kit should contain (as a minimum):

- Instructions for providing first aid - including cardio-pulmonary resuscitation (CPR) flow chart;
- Adhesive strips (assorted sizes) for minor wound dressing;
- Non-allergenic adhesive tape for securing dressings and strapping;
- Eye pads for emergency eye cover;
- Triangular bandage for slings, support and/or padding;
- Hospital crepe or conforming bandage to hold dressings in place;
- Wound/combine dressings to control bleeding and for covering wounds;
- Non-adhesive dressings for wound dressing;
- Safety pins to secure bandages and slings;
- Scissors for cutting dressings or clothing;
- Gauze squares for cleaning wounds;
- Disposable nitrile, latex or vinyl gloves for infection control;
- Sharps disposal container for infection control and disposal purposes;
- Sterile saline solution or sterile water for emergency eye wash or for irrigating eye wounds. This saline solution must be discarded after opening;
- Plastic bags for waste disposal;
- Re-usable ice-pack for the management of strains sprains and bruises. Re-usable or "one off use" ice-packs will be accessible for the management of strains, sprains and bruises.

Risk assessments will be undertaken to identify the possibility of specific injuries and illnesses such as burns, eye injuries and/or poisoning occurring. In this instance, additional first aid kit contents and facilities may be provided. The first aid kits will be updated on a 6-monthly basis.

A snake bite first aid kit will be kept at the service for use in the case of a snake bite.

First aid responders

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

A suitably qualified first aid educator shall undertake the initial management of any injuries and illnesses occurring at our Service. The initial care provided will be consistent with their level of first aid training and competence. If management of the first aid incident is deemed to be of a serious nature, the injured or ill person will be referred for medical assistance.

It is the educator's responsibility to ensure the currency of their first aid qualifications as some may be subject to specific requirements, for example refresher training or evidence of proficiency in CPR.

Information about our first aid facilities will be provided to educators through the induction process on commencement of employment.

Current information about specific risks in the workplace and any changes affecting the provision and use of first aid facilities will be provided to educators on a regular basis.

Administering first aid

Procedures for administering first aid will be in accordance with the Injury, Illness, Incident or Trauma Policy. The first aid procedures developed and implemented at the Service are designed to:

- Preserve life;
- Ensure that ill or injured persons are stabilised and comforted until medical help intervenes;
- Monitor ill or injured persons in the recovery stage;
- Apply further first aid strategies if the condition does not improve; and
- Ensure that the environment is safe and that other persons are not in danger of becoming ill or injured.

All educators and volunteers will be informed about first aid equipment and facilities via induction and training. The Coordinator and educators will ensure children are advised of what to do, where to go and whom to seek first aid assistance from, whilst in attendance Samford OSHC.

Children attending Samford OSHC with identified health and/or medical conditions will be required to have a first aid action plan in place. This action plan will be followed in the event of first aid needing to be administered.

First aid records

All incidents requiring first aid treatment will be recorded on the appropriate child or educator reporting forms.

First aid incident reports will be reviewed by the Coordinator on a periodic basis in order to identify areas or processes that are likely to give rise to injury or illness. Such periodic reviews will also be used to:

- Review safety procedures for preventing further problems;
- Implement safer and healthier work practices;
- Identify where first aid facilities and services are most needed;

First aid records relating to incidents involving educators will be kept in their staff file and maintained for workers' compensation purposes.

Employees will have access to view their first aid record on request.

The parent/guardian of a child will have access to their child's first aid record on request.

References

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

Duty of Care

Work Health and Safety Act 2011

First Aid in the Workplace Code of Practice 2014

Relevant Policies: Illness, Injury, Incident or Trauma, Emergency Health and Medical Procedure Management, Workplace Health and Safety

Childhood Immunisation

We acknowledge our obligation under the *Education and Care Services National Regulation 2011*, in ensuring that children are free from risk of harm. This extends to limiting exposure to health and safety risks that may arise from the incidence of vaccine-preventable diseases. Upon enrolment, we will request parents/guardians to provide their child's immunisation history statement, in order to determine if enrolment and subsequent attendance will be accepted.

Procedures

Through our enrolment procedures, parents/guardians may be requested to provide evidence of their child's immunisation history. Information will be provided to families, including through the policy and procedure document, about the potential impacts on their child's enrolment or attendance, if their child's immunisation status is deemed 'not up to date' (i.e. vulnerable children).

We will establish risk management procedures relating to monitoring and managing the spread of vaccine preventable diseases at the service. Procedures may include:

- Identifying vaccine preventable diseases as part of the enrolment form; and
- Appropriate signage for families regarding infectious disease outbreak; and
- Limiting attendance for vulnerable children during times of infectious disease outbreak (if enrolment has been accepted).

Vulnerable Children

For child/ren that do not have a current immunisation history statement on file, their immunisation status will be considered 'unknown' or 'not up-to-date', until such time as the correct immunisation documentation is provided.

- If the parent/guardian does not provide the child's immunisation history statement within the reasonable timeframe allowed, the child's enrolment will be accepted, with specific conditions in place. Specific conditions will include restricting care during an outbreak of infectious disease at the service.

Families of vulnerable children (i.e. those children whose immunisation status is deemed 'not up to date') whose enrolments have been accepted (with or without conditions) will not be eligible for Child Care Subsidy (CCS).

Medical Contraindication

Enrolment and/or attendance for a child cannot be refused on the basis of their immunisation status if they have a medical contraindication to some or all scheduled vaccines. Whilst not technically vaccinated, these children are still classified as having an

'up-to-date' immunisation status and this should be indicated on their immunisation history statement.

References

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Public Health Act 2005 (QLD)*
- *A New Tax System (Family Assistance) Act 1999*
- *Duty of Care*
- *Relevant Policies: Infectious Diseases, Preventative Health and Wellbeing, Infectious Diseases Response Strategy, Enrolment, Communication with Families, Information Handling (Privacy and Confidentiality), Risk Management and Compliance.*

Sleep and Rest

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

Procedures

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

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

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

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

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

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

References

Education and Care Services National Law Act 2010 and Regulations 2011

Education and Care Services National Amendment Regulations 2017

Duty of Care

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

Policies: 2.1 - Respect for Children, 2.6 - Behaviour Support and Management, 2.22 - Children's Participation and Decisions Making, 3.1 - Educational Program Planning, 4.1 - General Health and Safety, 4.4 - Preventative Health and Wellbeing, 9.2 - Enrolment

Supporting Mental Health and Wellbeing

We recognise the increasing complexity of mental health issues among our children, families and educators. The Coordinator and educators will work collaboratively with children and families to develop skills, attitudes and behaviours that promote long term mental health and wellbeing outcomes for the children who attend our OSHC program.

Procedures

Management, Coordinators and educators are committed to providing a service which acknowledges the importance of good mental health and wellbeing. An inclusive physical and social environment will be provided that promotes fun, enjoyment and learning through play.

Children will be encouraged to express and regulate their emotions where possible by themselves, educators will assist children if they are having difficulties with self-regulating.

Educators will:

- Actively develop and form healthy, meaningful relationships with individual children and families by engaging in thoughtful conversations and displaying genuine interest in their welfare.
- Gain understanding of the child's interests, ideas, abilities, background and culture and draw on these when designing, planning and implementing the program.
- Monitor and evaluate the mental health and wellbeing of children and colleagues providing sensitive and ethical support as needed.
- At team meetings share information about the needs of children and families and reflect on appropriate practice for support.
- Provide opportunities for children to express their opinions on matters that affect them, to make choices and to work collaboratively with others.
- Promote for each child a sense of self-worth, confidence, dignity and belonging to the group.
- Actively acknowledge children's strengths, efforts and achievements
- Respond to and assist children when they are experiencing difficulties or challenges, to solve problems and to experience success.
- Provide children with downtime, restful experiences.

- Consult with families and access professional support, training and advice in instances where children are observed to be struggling and additional support is needed.
- Raise awareness of mental health issues with children, families and staff through conversation and thoughtful and sensitively presented displays and promotions.

References

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

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

Policies: 2.1 - Respect for Children, 2.6 - Behaviour Support and Management, 2.22 - Children's Participation and Decisions Making, 3.1 - Educational Program Planning, 4.1 - General Health and Safety, 4.4 - Preventative Health and Wellbeing, 4.20 Sleep and Rest Policy. 9.2 - Enrolment



Section 5 - Food and Nutrition

SAMFORD OSHC

Food Handling and Storage

We recognise the need for effective food handling and storage practices to ensure that the food is not contaminated, nor allowed to become contaminated, or unfit to be eaten. All food which is handled (including preparing, eating or storing) at Samford OSHC is to be handled according to the recommended food handling and storage guidelines as set out in the Australian and New Zealand Food Standards Code.

Procedures

The Coordinator will be responsible to ensure that all food preparation and preparation areas comply with all laws and regulations, including Local Council by-laws (or equivalent) where applicable.

We will provide the necessary food handling equipment and/or utensils (e.g. gloves). Educators will ensure their hair is tied back and does not fall into the food.

All food preparation surfaces and utensils will be kept clean and, in particular, will be thoroughly clean before use. Food preparation equipment and surfaces will be cleaned and sanitised in accordance with our Cleaning and Sanitising Policy.

Educators will ensure that they, and the children, use effective hand hygiene before handling, preparing and eating of food.

Educators will be made aware of and kept up to date about children who may suffer dietary issues and/or allergies relating to food and/or particular food ingredients through signs in the kitchen area and discussions at team meetings. All care and attention will be taken when preparing, serving and storing food for children with particular dietary and/or allergy issues. Families may be requested to provide their child's food if the service is unable to cater for their specific need.

Children will not be in the food preparation area unsupervised. Food activities that require heating and/or cooking will be fully supervised by an educator.

Educators and/or children who are unwell will not be permitted to handle food, whether it is a food activity or preparation of the afternoon tea menu.

After opening, perishable items will be suitably covered and refrigerated, non-perishable items will be stored in airtight containers in the food storage area. All items will be clearly labelled. We will ensure regular pest and vermin maintenance is conducted to prevent contamination.

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

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

Food that has fallen on the ground or been handled by another person will not be eaten by Educators nor children. Food that is not fit to be eaten is to be immediately disposed of, in an appropriate manner, so that it will not be eaten.

Food Recall

We will monitor foods purchased to ensure recall alerts have not been enacted. All foods recalled under food alerts will be repackaged and returned or destroyed according to instructions as per the food recall alert.

Please note: This policy has been developed in accordance with the recommendations of the Australia and New Zealand Food Standards. Further information can be accessed from <http://www.foodstandards.gov.au/foodstandards/foodstandardscode.cfm> Services are encouraged to access this information directly.

References

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

Duty of Care

Local Authority (e.g. Brisbane City Council/Moreton Bay Regional Council) Food Handling By-laws

Australian and New Zealand Food Standards - chapter 3 Food Safety Standards (Australia only)

Relevant Policies: General Health and Safety, Hygiene, Preventative Health and Wellbeing, Anaphylaxis and Asthma Management, Cleaning and Sanitising, Employee Health, Enrolment.

Food and Nutrition

We recognise and acknowledge the importance of providing food that is both nutritious and appropriate to the needs of the children attending OSHC. We encourage and promote the health and wellbeing of children through providing positive learning experiences during meal/snack times where good nutritional food habits are developed in a happy, social environment. Parents are encouraged to participate in this approach to nutrition for their children.

Procedures

Recommended food

Information about healthy food choices is gathered from recognized authorities (i.e. Dietary Guidelines for Children and Adolescents in Australia (NHMR) 2003, Nutrition Australia).

Samford OSHC management (Parents and Citizens Association) may also choose to reference the Queensland Education initiative 'Smart Choices - Healthy Food and Drink Supply Strategy'. [<http://education.qld.gov.au/schools/healthy/docs/smart-choices-strategy.pdf>]

Provision of healthy and varied food choices

Educators will seek to provide food:

- Which as far as reasonably possible, meets the dietary needs of children with special dietary needs that we have been made aware, or become aware.
- Menus are planned to ensure that food provided is varied and encompasses the main food groups as per the Australian Dietary Guidelines. Families, children and educators are encouraged to contribute ideas for the menu.

All foods provided by Samford OSHC to the children, e.g. breakfast, afternoon tea and/or additional foods that (Jaida) are provided during vacation care and/or part of cooking activities, menu will be displayed which accurately describes the foods to be provided.

During vacation care, children will be required to supply their own food unless otherwise specified on the daily vacation care program.

The Coordinator will discuss with all parents any food allergies and restrictions (including cultural or religious) which are required by the parent to be enforced at Samford OSHC. Details of these restrictions will be noted on the enrolment form and passed on to

educators. Food allergies or restrictions which are based on health reasons should be accompanied by a letter from a medical practitioner or other health professional.

The Coordinator (and educators) will seek to accommodate all such reasonable nutritional needs of a child by giving appropriate directions to educators in relation to that child.

Where children have special dietary needs, which is not reasonable that the Service meet, the Coordinator will consult with parents and where necessary, the meal will be supplied from home.

When parents provide food for their child, healthy food and drink choices are encouraged.

The eating environment

Social interactions will be encouraged during meal/snack times. Educators will spend this time interacting with the children and modelling good eating and social habits.

Progressive afternoon tea is offered for after school care to enable freedom of choice for all children. Children whom wish to eat outside of set snack times can access food from OSHC or from their own lunchboxes and eat in J block at the tables.

Children will be encouraged to use effective hand hygiene, prior to regular meal times.

To ensure safety, children will be encouraged to sit whilst eating and/or drinking.

Serving of food

We encourage children to serve themselves food, under supervision from educators, using appropriate equipment - tongs.

If educators need to serve food to the children, tongs will be used.

At meal/snack times, educators will encourage children to try different foods and to take appropriate portions.

Involving children

Educators will where possible, involve and consult children when planning the menu and/or food activities and experiences through children's suggestions.

Educators will facilitate children being involved in the preparing and serving of food through 'serve-yourself' routines.

Educators will encourage and involve children in conversations and routines that promote healthy eating and good nutrition.

Drinking Water

The Coordinator will ensure that children have ready access to drinking water.

Educators will encourage children to drink extra water during the summer months, with regular drink breaks being offered in all environments - particularly our outside spaces.

Educators will encourage parents to provide children with extra water to take with them on excursions. OSHC will bring along a large water cooler and cups, to ensure enough water is provided

Diverse cultural experiences

Food provided includes food from various cultures, Families from other cultures within the Samford OSHC community are encouraged to participate in our program with food experiences from their own culture.

Communication with families

The food provided by Samford OSHC is planned ahead and as per regulatory requirements; the menu is displayed in our J block notice board for families and children to view.

If a child has special food needs e.g. cultural requirements or food allergies, we will work with parents/guardians to develop a plan to meet the child's needs. Parents must inform us of any changes.

Professional development

The leadership team will ensure that educators are provided with adequate training and instruction in relation to food handling, storage, food and nutritional procedures.

Food Experiences

Food will not be used as punishment or reward for children.

Educators will encourage children to learn about food and nutrition through:

- Engaging children in conversations about healthy lifestyles and good nutrition;
- Inclusion of children in service meal routines.

Please note: This policy has been developed in accordance with recommendations from the *Australian Dietary Guidelines (NHMRC 2013)* and the *Queensland Health PANOSH (Physical Activity and Nutrition in Outside School Hours Care)* resource.

References

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

Australian Dietary Guidelines (NHMRC 2013)

Physical activity nutrition outside school hours (PANOSH) (2012)

'My Time, Our Place' Framework for School Age Care in Australia

Relevant Policies: Behaviour Support and Management, Educational Program Planning, Educators Practice, Hygiene, Food Handling and Storage, Enrolment, Communication with Families.

Food Act Compliance

We acknowledge the implications of the Food Act 2006 (refer to Food Industry Fact Sheet 47) on the provision of suitable snacks and/or meals provided as part of the OSHC program. Depending upon the nature of the food provided, the amount provided and the structure of the OSHC service, the implication of the Food Act 2006 may involve the service required to be licensed as a food handling premises.

Procedures

Samford State School OSHC is operated by a non-profit organisation (SSS P&C).

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

Not licensable

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

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

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

References

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

Food Act 2006

Local Government Authority

Australia and New Zealand Food Safety Standards - Chapter 3 Food Safety Standards (Australia only)

Relevant policies: Hygiene, Food Handling and Storage, Food and Nutrition

Cleaning and Sanitising

We acknowledge the need to provide a healthy and safe environment, equipment and workplace for educators, children, families and visiting community members. Cleaning and Sanitising is an important aspect of this process and will be applied to all areas within the service.

Procedures

We implement a schedule of regular cleaning and sanitizing to ensure all equipment, toys and furniture are clean and hygienic for use.

An appropriate cleaning and sanitising process shall be applied in the following 'high risk' areas/circumstances:

- Food preparation surfaces, utensils and eating equipment
- Bathrooms, toilets and basins;
- First Aid Waste Management, and;
- Areas where bodily fluids have been spilt.

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

- Cleaning - Applying Vinegar and water to the surfaces to remove dirt and grime; and
- Sanitising - Placing all items in the dishwasher at the highest setting.

The process for cleaning and sanitising food utensils will occur in the following way:

- Pre-clean - scrape, wipe or sweep away any food scraps and rinse with water;
- Wash - use hot water and detergent to take off any grease and dirt, soak if needed;
- Rinse - wash off any loose dirt or detergent foam;
- Dry - allow dishes to drip dry

The cleaning and sanitizing process may be undertaken by ensuring we use the dishwasher according to manufacturer's instructions:

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

Please note: This policy and procedure shall not apply to general use/general purpose areas within the service such as tables, chairs, cupboards etc. unless the above-listed

circumstances apply. Food consumption areas are not considered for the intent of this policy a 'high risk' circumstance.

References

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

Duty of Care

Work Health and Safety Act 2011

Food Act 2006

Australia and New Zealand Food Standards code - chapter 3 cleaning and sanitising surfaces and utensils

Australian and New Zealand Food Standards - Chapter 3 Food Safety Standards

Relevant Policies: Hygiene, Preventative Health and Wellbeing, Food Handling and Storage, Employee Orientation and Induction.

Menu Development

We recognise and acknowledge the importance of providing food that is both nutritious and appropriate to the needs of the children attending OSHC. In collaboration with educators, children and families, a menu will be developed, consistent with the Australian Dietary Guidelines and inclusive of children's health/medical issues relating to foods.

Procedures

Development of our menu will be a collaborative effort between educators, children and families.

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

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

Menus are planned on a regular basis, and we ensure that food provided is varied and encompasses the food groups. We will ensure that the menu is displayed for families and accurately describes the food being provided by our service. Families, children and educators are encouraged to contribute recipes and suggestions to support a culturally diverse menu.

Educators will be informed of children's food allergies and/or restrictions (including cultural or religious) through the staff communication book and regular team meetings.

References

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

Australian Dietary Guidelines (NHMRC 2013)

Smart Choices Healthy Food and Drink Supply Strategy for Queensland Schools

Relevant Policies: Including children with special/additional needs, Educational Program Planning, Educators Practice, Valuing Diversity, Culture and Reconciliation, Anaphylaxis Management, Food and Nutrition, Food Act Compliance, Enrolment, Communication with Families, Parent and Community Participation.



Section 6 - Provision & Safety of Facilities

SAMFORD OSHC

Space and Facilities Requirements

The Coordinator and Approved Provider will ensure that facilities used provide the program with a range of activities that represent the Policies and Procedures of the Service, grants a safe and stimulating environment, and allows for physical and psychological comfort for all children.

Procedures

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

- Usable indoor space of 3.25 m² per child. Indoor spaces used by children must be well ventilated, have adequate natural lighting, and maintain a temperature that is safe and reasonable.
- Usable outdoor space of 7m² per child including adequate shaded areas.
- Playground equipment, swings, and other large pieces of equipment are to be located over areas with soft fall surfaces- recommended by recognized safety authorities.
- Veranda areas may be included as either indoor OR outdoor spaces and only with the written approval of the Department of Education and Training - Early Childhood Education and Care.
- Adequate toilet, hand washing, and drying facilities for children and educators. These facilities must:
 - By location and design, allow for safe use by the children and,
 - Allow convenient access from both indoor and outdoor areas.
- Adequate facilities that cater for the safe handling, preparation, storage, and disposal of food and beverages.
- Sufficient furniture, materials, and equipment that is developmentally appropriate, inclusive and adaptable to ensure participation by every child in the program.
- Facilities that provide adequate and safe drinking water will be provided at all times
- Adequate administrative space and facilities for the purposes of:
 - Conducting the administrative functions of the service,
 - Private and personal conversations with families and,
 - Providing respite for coordinators, educators and/or volunteers.

The Nominated Supervisor/Coordinator will, in conjunction with the Approved Provider, ensure that the following are available at the Service:

- A telephone located inside the premises or one that is accessible at all times.
- Storage space close to play areas with at least one lockable cupboard for valuable equipment.
- A cube for educator personal belongings.
- A notice area for parents.
- Equipment and resources displayed in such a way that children can access them independently.
- A space for children to store their bags etc.
- Adequate lockable storage facilities for equipment, tools, first aid kit, medication, and poisonous and dangerous substances.
- Lockable cupboard or filing cabinet for all child and family information (including enrolment forms), educator records, and additional confidential records.
- Adequate space for children to engage in rest and/or quiet experiences.

References

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

Duty of Care

Relevant Policies: Educational Program Planning, Physical Activity, Budgeting and Planning.

Provision of Resources and Equipment

We recognise the importance of providing resources and equipment that are safe and suitable to the developmental and recreational needs of the children in care. Consideration of age, skills, abilities, and area must be made when purchasing resources and equipment.

Procedures

Care will be taken when purchasing equipment to ensure it complies with relevant Australian Standards (available from Standards Australia) and is suitable for the purpose for which it is intended.

Equipment provided will be open-ended, varied, and supportive to all children. Equipment will remain appropriate, guarantee interest, ensure children's developmental and cultural needs are met, and support the inclusion of children with special/additional needs.

The Coordinator will ensure all equipment remains in a safe and working order. Equipment must be regularly checked, cleaned, and maintained in accordance with manufacturer's instructions.

Children will be encouraged to access outdoor areas; this includes natural elements such as trees, plants, edible gardens, sand, rocks, mud, and water. Safe storage and shelving will be provided to allow children to independently access equipment and resources.

The Coordinator 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.

References

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

Duty of Care

See relevant Australian Standards on equipment in the Service

Relevant Policies: Educational Program Planning, Preventative Health and Wellbeing, Space and Facilities Requirement, Workplace Health and Safety.

Workplace Health and Safety

Educators, management, and Samford OSHC as a whole, will ensure that equipment, facilities, and premises are safe, clean, and meet the requirements of the *Work Health and Safety Act, 2011*. Please refer also to Emergency Equipment and Facilities. Samford OSHC promotes health and safety awareness for all persons involved in our service. Policies and procedures are developed and monitored to reflect safe work practices.

Procedures

The Coordinator will be responsible to act as the Health and Safety Representative for the service. They are to ensure that there is, at all times, an educator or other appropriate person in relation to the Service designated in this position that will report directly to the Coordinator.

If the Coordinator or another team member of the Service is acting in the role of Health and Safety Representative the Coordinator will ensure that person has adequate time, education/training, and resources to guarantee role fulfilment as required by the legislation.

The Health and Safety Representative shall:

- Maintain all records and materials required by the legislation, ensure records are current, and are kept within a safe and accessible location. The Health and Safety Representative will be required to provide them to the Coordinator on request.
- Regularly check the website or additional Queensland Department of Justice and Attorney General resources (at <http://www.justice.qld.gov.au>)
- Monitor educator practices and ensure up to date information is distributed.
- Make recommendations to management on how to improve current systems.
- Ensure stairs and walkways are kept clear of furniture, equipment, and clutter.
- Ensure equipment is arranged with consideration to its purpose and in relation to other areas of play space.

The Educator Handbook and orientation/induction processes will contain up-to-date information on the legislative requirements for workplace health and safety.

Dangerous Substances

The Coordinator must ensure that:

- All poisons, disinfectants, corrosive substances, other poisonous and dangerous substances, and items are clearly labelled as per manufacturer safety instructions

in their original containers. All items must be kept out of reach of children and placed in a child proof storage facility.

- Risk assessments will be conducted for all dangerous substances used at the service and all educators trained in their safe usage.
- Unused or unnecessary substances are disposed of in a safe manner.
- All hazardous substances have a MSDS (Material Safety Data Sheet) obtained from the manufacturer which will be kept close to the storage of the product.
- Storage of medications are accessible to educators but not to children.

Maintenance

The Coordinator will be responsible to ensure that the Service has adequate heating, ventilation, and lighting at all times.

The Coordinator will ensure that educators remove and have repaired/replaced all equipment that is faulty or broken as soon as possible.

Regular periodic inspections of the service building and surrounding areas will be conducted using environmental checklists and identifying areas such as car parks, gardens and pathways etc.

Periodic inspections of all playground equipment will be conducted regularly.

Prior to use each day, educators will check all outdoor equipment to ensure it is safe, free from items that may cause injury, and are free from splinters and spiders etc.

Hazards identified from these safety checklists will be brought to the Coordinators attention by the educator. The Coordinator will email the school groundsman - along59@eq.edu.au to alert them of the identified hazard and to ensure they are fixed/attended to

Sandpits and Softfall areas will be raked prior to use to check for any animal faeces and potentially dangerous objects.

Facilities and equipment which are assessed to have potential risk will not be used or action will be taken to allow safe usage. An entry detailing the problem will be documented in the daily huddle and all educators will be instructed on any restrictions necessary on use of equipment or areas.

Samford OSHC is connected to the school's safety switch. If the power does go out we are to contact school facilities knevi31@eq.edu.au or groundman along59@eq.edu.au. They are not to try and fix the issue themselves.

Educators will be instructed in the safe use and storage of electrical equipment associated with their work.

The Coordinator shall ensure that all fire safety equipment (extinguishers and blankets) is maintained in accordance with the *Building Fire Safety Regulation 2008*.

Manual Handling

The approved provider will ensure all team members have adequate training in relation to lifting and manual handling techniques used at the service.

The Coordinator will ensure appropriate lifting and manual handling techniques are practiced by educators and/or volunteers. Educators must inform the Coordinator if they have any medical or health issues that may place them at risk of injury when lifting or moving people/objects.

Information regarding appropriate lifting and manual handling techniques will be made accessible to educators through the orientation and induction process.

Sharps/Dangerous Objects

'Sharps' refers to any object that can pierce or penetrate the skin easily, including needles and/or broken glass.

As part of the service's *daily safety checklists* educators may be required to dispose of needles/sharp hazards that are found in playground and sandpit areas and clean up broken glass that may be contaminated with blood.

The Coordinator will supply a sharps kit for the collection and disposal of needles and dangerous objects:

- Place the container on the ground near the hazard.
- Use gloved hands to pick up the needle/syringe by the barrel at the end away from the needle. For other dangerous objects, take care when picking them up.
- Place the needle/syringe sharp end first into the container. Do not hold the container while you do this. For other dangerous objects, carefully place them into the container.

If you are injured by a used needle:

- Wash with running water and soap as soon as possible.
- Apply a sterile waterproof dressing such as a band aid.
- Seek medical advice from your doctor, local health centre or Hospital.

- Follow the safe disposal procedures as above and take the needle or syringe with you to the doctor.

References

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.

Relevant Policies: Preventative Health and Wellbeing, Space and Facilities Requirement, Provision of Resources and Equipment, Employee Orientation and Induction, Risk Management and Compliance.

Shared Facilities

We actively strive to protect the rights, dignity, and safety of all people and groups who use the shared facilities of the school community.

The approved provider will endeavour to achieve this through the implementation of the following procedures. These procedures are to be applied should there be a need for the facilities to be shared with other people or groups during OSHC service operating hours.

Procedures

Share arrangements shall be clearly articulated within the OSHC service agreement between the school and the service, and will include information surrounding:

- Communication between the school and the service in regard to shared arrangements.
- Storage and packing arrangements for equipment and materials used in the shared space.
- The accessible entries and exits to the shared space by the service including emergency exits.
- Evacuation and lockdown procedures for shared facilities.
- The accessible amenities to be used by the service and those available to the public.
- Telephone access whilst using the shared space.
- Cleaning and maintenance requirements.
- Security and closing procedures for the shared space detailing service and public responsibility.
- Communication strategies for external users of the shared facility.

References

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

Duty of Care

Family and Child Commission Act 2014

Relevant Policies: Preventative Health and Wellbeing, Space and Facilities Requirement, Provision of Resources and Equipment, Workplace Health and Safety.

Use and Maintenance of Air Conditioning

We recognise and understand the need to maintain a healthy and safe environment for children and educators whilst at the same time valuing the need to ensure that the air conditioning operates with minimum impact on the environment.

Procedures

We will operate the air conditioner to cool and/or heat the space to ensure the environment is comfortable and suitable to maintain the well-being and safety of children and educators.

The air conditioner will be set at a reasonable temperature at all times it is in use. For energy efficiency the recommendation is 24 °c.

Educators will ensure that, before the air conditioning is turned on, windows and doors will be closed for energy efficiency.

Regular maintenance and cleaning will be carried out on the system/s by a reputable contractor which is organised with the school and incorporated into their regular maintenance routines.

Aesthetics and safety shall be considered for all new air conditioning installations.

For services operating within an Education Queensland school site, air conditioning installation requirements can be found in the 'Schools Manual for the Solar and Energy Efficiency in Queensland State Schools Program' (available at <http://education.qld.gov.au/facilities/solar/pdfs/school-manual.pdf>).

References

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

Duty of Care

Work Health and Safety Act 2011

Environmental Protection Regulation 1998

Relevant Policies: Preventative Health and Wellbeing, Space and Facilities Requirements, Workplace Health and Safety.

Management of Poisonous Plants and Fungi

We understand the need to maintain a healthy and safe environment for children and educators whilst at the same time valuing the aesthetic appeal of the natural environment. A number of plants and fungi are known to be poisonous to people and may pose significant risk if consumed, or in some cases handled. We will endeavour to ensure the environment is free of potentially poisonous plants and fungi.

Procedures

We will maintain a current copy of the Queensland Government Resource *Plants and fungi poisonous to people in Queensland* produced by the Queensland Health Environment Protection Agency. This resource will be made accessible to and discussed with all members of staff and management (this resource is available at http://www.health.qld.gov.au/poisonsinformationcentre/plants_fungi/default.asp).

We will keep in a visually accessible location the number for the Poisons Information Centre 131 126.

The service environment will be maintained free from poisonous plants and fungi through:

- Negotiating with land owners, particularly where the space is shared, and the removal and planting of suitable trees, plants and shrubs;
- Regularly checking the service environment for growth of potentially poisonous plants, in particular weeds and fungi;
- Immediately removing any recognised poisonous plants from the service environment using appropriate gardening gloves and tools, and disposing of these in a safe manner.

References

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

Relevant Policies: Preventative Health and Wellbeing, Space and Facilities, Workplace Health and Safety.



Section 7 - Emergencies

Emergency equipment and facilities

Personal safety and security of children, educators and volunteers (all persons on the premises) are of prime importance whilst in attendance at Samford OSHC. We therefore take a proactive approach to managing emergencies, developing emergency procedures and equipping educators and children with sound knowledge of the procedures to be followed.

Procedures

Smoke alarms are fitted in each room and the school (or a delegate) will test them regularly in accordance with the manufacturer's instructions.

The approved provider in conjunction with Samford State School and the Health and Safety Representative will be responsible to ensure that:

- There is an alarm bell for sounding warnings of an emergency, which is kept in good working order, and tested regularly.
- At each exit of the indoor areas accessed by our service, doors can be easily opened, and that emergency and evacuation floor plans and instructions are prominently displayed near each of these exits. There are appropriate fire extinguishers, properly installed and maintained and that educators have basic training in the use of the fire blankets and fire extinguishers kept at the venue. Locations will be clearly indicated by appropriate signage.
- The Service calls upon the advice of the Queensland Fire Service (or another appropriate Authority) to provide up-to-date information on the appropriate measures which are required to comply with this aspect of this Policy.

References

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

Family and Child Commission Act 2014

Relevant Policies: General Health and Safety, Space and Facilities Requirements, Workplace Health and Safety, Drills and Evacuations, Fire Safety Compliance.

Drills and Evacuations

We acknowledge the need to ensure that educators and children are aware of and understand evacuation and other procedures in the case of an emergency. We therefore take a proactive approach through the regular implementation of practice drills and evaluations of the procedures followed.

Procedures

The coordinator will work collaboratively with the community and relevant authorities to identify events that may occur at the service which require an evacuation and to conduct a risk assessment for each of these events.

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

Educators must ensure that all exits are kept clear and unlocked to enable a quick departure. This will be included on the daily safety checklists and will be marked each day if compliant. Any comments or issues relating to these preventative measures will be noted on the checklist and brought to the attention of the Coordinator.

Emergency evacuation and lockdown procedures will be carried out at least once a term for before and After School Care and during each Vacation Care program. This drill will occur on different days of the week so that all educators and children are familiar with the procedures.

Emergency telephone numbers will be kept easily accessible and up to date near phones in the service.

For these emergency situations, educators will have access to a telephone outside of the room, all management team and RPs will have their mobile phones on their person's in case of such emergency situation should arise.

In an emergency situation, the educator who first discovers the emergency will sound the alarm bell.

The Coordinator, or in her/his absence the Responsible Person in Charge for that session, will take charge of the situation and/or delegate others to: -

- Collect the Emergency Contacts Folder located at the RP station;
- Telephone the relevant emergency number;
- Check and evacuate all rooms including the toilets, storage rooms and near-by buildings on the premises;

- Use TANDA to account for all employees;
- Playground/Xplor to access parent contact numbers;
- Collect first aid kit;
- Collect all medications and relevant items required by the children or educators in attendance at the service, at the time of emergency. This is inclusive of children with additional needs who may require earmuffs / sensory distraction being outside the buildings with alarms for long periods of time.
-
- Close all doors and windows (only if able) to help to contain the fire (if relevant);
- Notify parents, the approved provider and the regulatory authority

Once at the designated assembly area, check the roll to make sure that all children and staff are accounted for.

Attempts to extinguish fires will occur only when the room is evacuated, if the fire is very small, and the person trained in using the extinguisher is in no immediate danger.

No one will re-enter, nor be permitted to re-enter, a building in which there is or has been a fire, under any circumstances, unless and until the emergency service advises that it is safe to do so.

Bomb Threat

In the event of a bomb threat, the following information will be recorded by the person who answers the call, on the 'bomb threat checklist':

- Time and date of the call;
- The wording of the threat;
- Other specific details.

DO NOT hang up the phone and without alerting the caller, indicate for another person to use a separate phone to call police to report the threat.

Implement an evacuation of the building according to the services' emergency evacuation procedure.

When safe, complete an incident report on the situation, attach the bomb threat checklist and forward to the Approved Provider.

Evaluation

An 'evacuation drill evaluation form' is to be completed by the person conducting the drill as soon as possible after the drill, ensuring the Nominated Supervisor also see's and signs the form, whether a drill or emergency

Issues identified through this evaluation will be discussed at a debrief that will follow all incidents; whether drill or emergency to ensure the service is efficient and effect at keeping all stakeholders safe in the event of an emergency and also at the next team meeting and referred to management if necessary. Feedback and a debrief will also happen with the children as soon as practical after the incident, but on the same day of.

References

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

Duty of Care

Work Health and Safety Act 2011

Family and Child Commission Act 2014

Relevant Policies: Workplace Health and Safety, Emergency Equipment and Facilities, Fire Safety Compliance, Employee Orientation and Induction.

Harassment and Lockdown

We acknowledge the need to ensure that educators and children are aware of and understand evacuation and other procedures in the case of an emergency. We therefore take a proactive approach through the regular implementation of practice drills and evaluations.

Procedures

In the event of harassment or unauthorised persons refusing to leave the premises, the Coordinator, or in their absence, the Health and Safety Representative will initiate the following drill:

- The educator or child (if appropriate) being harassed, or the closest observer of the child or other educator being harassed, will communicate to the other educators calmly, to begin the drill.
- The Coordinator or other person, who receives the signal, will calmly and quietly inform other educators of the need to remove the children to safety. If the threat is inside, children will be escorted outside by educators. If the threat is outside, then children will be escorted inside by educators.
- The Coordinator/Health and Safety Representative will immediately obtain and if possible record relevant information (e.g. physical descriptions, car registration etc.) An educator will witness and provide back-up for the individual involved in the incident, but only if it does not place that person in a position of unacceptable risk or harm to themselves, to any child or to others.
- In the event of an internal threat (intruder, bomb and/or behaviour issue) where children are to be escorted to an outside area, once the prearranged signal has been acknowledged:
 - An educator will telephone the relevant emergency number;
 - An educator will check and evacuate all rooms including the toilets, storage rooms and near-by buildings on the premises;
 - An educator will collect a device with XPLOR to allow sign in/out, headcounts, roll call and contact information;
 - An educator will close and lock all doors and windows (only if appropriate and able to do so);
- Once at the designated assembly area, an educator will check the roll to make sure that all children and educators are accounted for including children who have already been signed out and have been collected.

- In the event of an external threat (intruder, fire, bomb, gas leak) where children are to be escorted inside, once the prearranged signal has been acknowledged, the following drill will be initiated:
 - Educators will calmly and quietly move the children to safety inside the room, checking the toilets, storage rooms and near-by buildings.
 - All doors, windows and curtains will be shut and locked (if safe to do so).
 - An educator will check the roll to make sure that all children and educators are accounted for including children who have already been signed out and have been collected.

During all such drills, educators are to calm the children and provide them with suitable games and activities as far as reasonably possible.

An Educator or Employee of Samford OSHC will call 000 for back up if the drill is an actual emergency.

No one will leave, nor be permitted to leave, the area in such a drill until the Coordinator is satisfied that it is safe to do so, this includes all children, families or visitors to the service at the time of the incident

At no time will educators try to physically remove an unwanted visitor.

All threatening situations will be evaluated as soon as possible after the event and any necessary modifications or enhancements to these procedures made accordingly.

Notification will be given to the approved provider and the early education and care office.

After all drills or emergency situations a debrief will happen with all the children, educators, families and visitors to the service as soon as practical, but in the same day of the incident, all feedback and debriefs will be recorded and placed with Evacuation Forms.

References

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

Duty of Care

Work Health and Safety Act 2011

Family and Child Commission Act 2014

Child Protection Act 1999 and Regulations 2000

Relevant Policies: Workplace Health and Safety, Emergency Equipment and Facilities, Drills and Evacuations, Fire Safety Compliance, Employee Orientation and Induction.

Fire Safety Compliance

In order to ensure the safety and wellbeing of children, families and educators, we recognise the need to ensure that systems, equipment and premises comply with the regulatory requirements in relation to fire safety. Management will ensure educators are aware of their responsibilities in relation fire safety.

Procedures

Management will ensure that the premises used for OSHC are compliant with Building Fire Safety Regulations 2008 (Queensland).

The Coordinator and/or Health and Safety Representative will be responsible to:

- Conduct a risk assessment to identify potential emergencies that are relevant to the service;
- Keep emergency exits clearly signed posted and kept clear and unlocked at all times while the service is operating;
- Ensure emergency and evacuation procedures are displayed prominently near each exit of premises occupied by the service, including a site map showing the position/location of the building on the grounds, the assembly points and the routes to them; and instructions for what must be done in the event of an emergency.
- Allocate tasks for educators during emergency and evacuation procedures;
- Conduct and document emergency evacuation drills regularly; and
- Ensure fire safety equipment is maintained regularly.

References

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

Queensland Fire and Emergency Services - Building Fire Safety Management Tool & Advisory Notes (effective 5/2017)

Relevant Policies: Workplace Health and Safety, Emergency Equipment and Facilities, Drills and Evacuations, Employee Orientation and Induction, Risk Management and Compliance.

Extreme Weather

We acknowledge that extreme weather conditions could pose significant risk to children and educators attending the service during operating hours therefore precautions to ensure the health and wellbeing of children and educators will be implemented. Extreme weather conditions may include excessive heat, radiational cooling, bushfires, large amounts of smoke from unknown sources, torrential storms, thunderstorms, floods, hail stones or another uncontrollable environmental factors.

Procedures

In relation to extreme weather events, we will take its lead predominantly from the school, weather warnings and forecasts. Therefore, if the school in which the service is located is closed, the OSHC service may also be closed.

The Employees of Samford OSHC, through checklists and basic maintenance checks will be responsible to ensure that the heating and cooling requirements of the service are adequate and maintained at an acceptable temperature, reporting these occurrences directly to the Coordinator.

In the case of extreme weather events and possible power outages, the Coordinator will ensure a 'storm pack' including but not limited to a torch, batteries and a small radio is readily accessible to educators. Employees of Samford OSHC will ensure the kits are maintained and up to date in case of emergencies through checklists and basic maintenance, reporting any issues directly to the Coordinator. All leadership team will have their mobile phone on them in case of an emergency situation.

The Coordinator will ensure that risk assessments are conducted for identified extreme weather events with control measures identified. Educators will be required to read and sign all risk assessments.

During times of hot weather, educators and children will be encouraged to:

- Follow the service's Sun Safety Policy by wearing sun smart clothing, a broad brimmed hat and applying sunscreen.
- Drink fluids more frequently throughout the session, particularly cold water.
- Staying indoors, preferably in an air-conditioned or well-ventilated building with fans and open windows.
- Limit strenuous outdoor activities by conducting games and activities indoors or in shaded areas outdoors.

During times of inclement weather, educators and children will be encouraged to conduct games and activities indoors or in an undercover area outdoors.

If an extreme weather event occurs during service operating hours, the Leadership team and Coordinator will:

- Monitor the situation using <http://www.bom.gov.au/qld/>;
- Ensure educator and children's safety by remaining indoors or in an area that is deemed safe.

If, during normal operating hours, closure of the service is expected as the result of an extreme weather event, the Coordinator will:

- Contact the Approved Provider to make them aware of the situation;
- Contact families to arrange collection of their child;
- Allow educators with external priorities to leave the service as ratios allow;
- Ensure the regulatory authority and relevant government agencies such as DEEWR are notified of closure as soon as practical (<https://closures.earlychildhood.qld.gov.au>)

References

Education and Care Services National Law Act 2010 and Regulations 2011

Duty of Care

Relevant Policies: Educational Program Planning, Educators Best Practice, Sustainability Practices, Sun Safety, Use and Maintenance of Air Conditioning, Emergency Equipment and Facilities, Drills and Evacuations, Communication with Families, Risk Management and Compliance.



*Section 8
Educators,
Staff and
Volunteers*

Role and Expectations of Educators

We encourage the building of skilled, qualified, motivated educators who are provided with adequate resources, training and support to enable them to engage in their role effectively as the educators of the children who attend Samford OSHC.

Procedures

The Education and Care National Services Law 2010 states that an Approved Provider must not operate a service without a nominated supervisor for that service. The approved provider, as holder of the service, supervisor certificate, appoints an educator whom they deem to be fit, proper, suitably qualified and/or experienced, and with their consent, to be the nominated supervisor of a service.

As the person responsible for the day-to-day management of an Approved Service, a Nominated Supervisor has a range of responsibilities including (but not limited to):

- Ensuring educational programs are delivered in accordance with My Time Our Place: framework for school aged care in Australia, based on the developmental needs of children and designed to consider the differences of each individual child.
- Ensuring children are adequately supervised, not subject to inappropriate discipline and protected from harm or hazards.
- Ensuring food and beverages provided by the service are healthy, nutritious and are chosen with regards to the dietary needs of children attending.
- Ensuring appropriate health and hygiene practices are developed, implemented and practiced by educators and children.
- Ensuring the prescribed levels of educator to child ratios are met and each educator at the service meets the qualification requirement relevant to their role.

We will require that all persons employed (whether for financial remuneration or a volunteers) in the service are fit and proper to undertake the work for which they are engaged in at Samford OSHC. It will be a condition of all employment (including for volunteers) that their employment ceases immediately if they cease to be fit and proper for any reason.

A person is considered fit and proper if, in the reasonable opinion of the Nominated Supervisor (or other appropriate delegate of the Approved Provider of the Service) they:

- Are capable of providing an adequate standard of child care in the school age care setting;

- Are of good character and suitable to be entrusted with the care and protection of children; and
- Have obtained and given to the Approved Provider of the Service, as appropriate, a current positive suitability notice (or copy of paid application), as per the *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*.

The Approved Provider will ensure that all educators have a current position description detailing their role and duties as per their position.

The Coordinator will ensure that

- All educators are fully informed of the Policies and Procedures of the Service, including all changes to them, by providing an Educator Handbook and appropriate forums to provide feedback and ideas to the Coordinator for the ongoing improvement of the Service.
- There is an up-to-date copy of the *Education and Care Services National Law 2010 and Regulations 2011* at the Service (refer to www.acecqa.gov.au to obtain a copy) for reference by educators and so that educators are made and kept aware of its relevance and application to them.
- Convene regular daily huddles (term time) and whole service meetings (first Wednesday of every vacation care) with educators to keep them informed of all matters of concern relating to the Service which it is relevant or necessary for them to know in order to do their job confidently. Minutes of these meetings will be recorded.

Educators will:

- Not be permitted to consume alcohol, drugs or cigarettes, or be affected by them during the hours that children are in their care.
- who require regular medication will hold a medical certificate that confirms their ability to care for children.

Educators have a responsibility to:

- Adhere to the Policies and Procedures of the service as well as any direction given by the Coordinator in relation to their job role;
- Actively supervise children in all areas of the service by being within sight and/or hearing distance;
- Respect the diversity of all children's backgrounds and abilities and accommodate the individual needs of each child;

- Foster all children's self-esteem and confidence, empowering them to make choices and guide their own play;
- Promote children's sense of belonging, connectedness and wellbeing by interacting in a consistently positive and genuinely warm and nurturing manner;
- Treat all children equitably and respond positively to all children who require their attention;
- Communicate with children respectfully, taking the time to listen and value what they say;
- Work collaboratively to challenge, support, reflect and learn from other educators in order to further develop own skills and practices;
- Consistently implement and reflect on individual practices as documented in the 'My Time, Our Place' Framework for School Age Care:
 - Holistic Approaches
 - Collaboration with Children
 - Learning Through Play
 - Intentionality
 - Environments
 - Cultural Competence
 - Continuity and Transitions
 - Evaluation for Well-being and Learning

Educators have a right to:

- Be respected;
- Be treated courteously by children, parents and other educators;
- Work in a safe, clean and supportive environment;
- Be valued and supported as a professional;
- Be offered professional development opportunities;
- Have ideas and opinions valued.

References

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

Family and Child Commission Act 2014

Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011

Child Protection Act 1999 and Regulations 2000

Duty of Care

Relevant Policies: Respect for Children, Ratios and Supervision, Educators Best Practice, Recruitment and Employment of Educators, Employee Performance Monitoring, Review and Management, Employee Orientation and Induction.

Educational Leader

We acknowledge 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.

Procedures

The Approved Provider must designate, in writing, a suitably qualified Educator and/or experienced educator as the Educational Leader for the service, and to note this designation on the staff record.

The Educational Leader will be responsible to:

- Lead the development of our program, using the My time, Our Place: framework for school age care in Australia to inform and guide children's learning and development, and ensuring that clear goals and expectations have been established;
- Ensure that curriculum decision making is informed by the context, setting and cultural diversity of the families and the community;
- Ensure that the foundation for the program is based on the children's current knowledge, ideas, culture and interests;
- Ensure that each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluating;
- Ensure that critical reflection and evaluation of children's learning and development is used for planning and to improve the effectiveness of the program;
- Mentor educators in the implementation of the program, provide professional support to assist with further skills and knowledge and provide opportunities for ongoing reflection and feedback on current practices. Ensure that families have opportunities and support to be involved in the program and service activities as well as contributing to the review of service policies and decisions.

References

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

Duty of Care

Relevant Policies: Respect for Children, Educator and Supervision Ratios, 3.3 - Educators Practice, 8.1 - Role and Expectations of Educators, 8.3 - Recruitment and Employment of Educators, 8.8 - Employee Performance Monitoring, Review and Management, 8.10 - Employee Orientation and Induction, 10.1 - Quality Compliance, 10.5 - Approval Requirements under Legislation.

Recruitment and Employment of Educators

We strive to follow its transparent processes to employ educators who are qualified and appropriate for the position. We also strive to be an equal opportunity employer. To ensure the best possible outcomes through the recruitment and selection process, it is essential to implement procedures and follow practices to ensure suitable candidates for positions are employed.

Definitions

'Equal Employment Opportunity (EEO)': is ensuring that all employees are given equal access to promotion, appointment or other employment related issues without regard to any factor not related to their competency and ability to perform their duties.

'Discrimination': is treating an individual with a particular attribute less favourably than an individual without that attribute or with a different attribute under similar circumstances. It can also be seeking to impose a condition or requirement on a person with an attribute who does not or cannot comply while people without that attribute do or can comply.

Reconciliation

In accordance with the service's commitment to reconciliation and promoting a culturally competent workplace, suitably qualified and experienced Aboriginal and Torres Strait Islander people will be encouraged to apply for available positions.

Procedures

Service Responsibilities

Application of this policy is designed to facilitate the creation of a workplace culture that maximises performance through employment decisions. Employment decisions are based on real business needs without regard to non-relevant criteria or distinctions and will ensure that all decisions relating to employment issues are based on merit.

Every potential applicant/employee will be given a fair and equitable chance to compete for appointment, or promotion and to pursue their career as effectively as anyone else at Samford OSHC. Consistent with this, we will not condone and will regard as unfair, any form of unlawful discrimination or vilification including (but not limited to) that which relates to:

- Marital/domestic status, family responsibilities;
- Disability or physical features;
- Race, colour;
- Religious belief or activity;
- Gender and/or sexual persuasion and/or sexual preferences;

- Medical record.

Vacant permanent part-time positions may be offered internally if the Approved Provider in conjunction with the Coordinator/Nominated Supervisor feel there is a suitable candidate. All decisions relating to promotion and career development will be made without regards to any matters other than the individual's inherent capacity and ability to carry out the position including their performance history.

If there are no suitable candidates for internal appointment, the position will be advertised through appropriate agencies or sources including:

- Local and district newspapers;
- Appropriate websites including student employment via tertiary institutions;
- School newsletters.

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

Applications received by the due date shall be reviewed by the Coordinator and Management. Suitable candidates should then be called to arrange an interview. Unsuccessful interviewees will be notified as soon as possible by the Coordinator (casual employee applicant) or a nominated person from the interview panel (management position applicant).

The interview process for the Coordinator, Assistant Coordinator or Educational Leader positions will include a panel of up to three key personnel made up of either:

- Leadership team;
- Approved Provider;

Selection criteria and interview questions based on requirements for the position will be reviewed prior to the interview date by the selection panel.

The selection panel will conduct the interview in a professional manner, using questioning techniques to ascertain the candidates' suitability for the position. All decisions relating to appointment will be based on the individual's relevant qualification (if required) and their deemed capacity and ability to carry out the position. Should the panel be unable to agree on a suitable candidate, then further interviews may be considered.

Educators will only be employed (including as volunteers) if, after reasonable enquiries, including reference checks by the Coordinator (or the Approved Provider in the case of employment of the Coordinator) they are considered appropriate for the job, as articulated by the Role and Expectations of Educators Policy.

The suitable candidates will be contacted by the Coordinator or approved provider to make offer of the available position and to negotiate starting dates and inform of the orientation and induction process.

A written letter of offer will be sent to the successful applicant informing them of the decision including the terms and conditions of employment. These conditions will be in accordance with the relevant award and will articulate the employee's obligations to maintain currency in first aid as well as their Blue Card (working with children check). Unsuccessful interviewees will be notified as soon as possible by a nominated person from the interview panel followed with written correspondence.

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

For candidates in receipt of a Blue card (working with children check), we will complete the register for our service on the blue card portal.

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

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

Casual educators may be employed and/or dismissed at the Coordinators/Approved Provider's discretion. The 'reasonable enquiries' required for employing casual educators will include (but not be limited to):

- Requesting an appropriate resume from the candidate, including two professional referees;
- The Coordinator interviewing the candidate;
- Contacting at least two referees to check the person's character;
- Sighting a current working with children suitability notice (Blue Card); and
- Obtaining a copy of the appropriate qualifications and blue card of the person for the relevant job.

Prior to being selected for a job, whether as a paid employee or a volunteer, the person will be given a written job description and terms of employment (for paid employees), Educator handbook and access to a full copy of the Service Policies and Procedures.

The successful candidate will be required to sign an employment agreement stating that:

- They have received and agree to accept the job on the basis of the materials given to them; and
- Agree to observe strictly the Policies and Procedures of the Service, as amended from time to time.

All new educators (including volunteers) will be given an induction session (which is different to training shifts organised for new educators), which is approximately 30minutes in duration. This will be organised by the Coordinator or other suitable educator nominated by the Coordinator, to ensure awareness of and obtain copies of (where relevant):

- Their terms of employment or engagement (including role description) (emailed);
- Relevant pay award (emailed);
- All Policies and Procedures (including grievance procedures);
- National Quality Standard for Education and Care Services;
- 'My Time, Our Place' Framework for School Age Care in Australia
- The physical facilities of the service;
- The other educators in the service and their roles;
- The Duty of Care owed by educators of a School Age Care Service to children and others; and
- Any other matters which are necessary to enable the educator to properly do their job within the service, or which they reasonably wish to know.

The Coordinator will, in conjunction with management and educators, review the relevant job descriptions and any other requirements relating to the job, against performance indicators which have been previously agreed upon, at least once each year and will ensure that any resulting changes to the job description, performance indicators or terms of employment are recorded, and accepted by both parties.

The approved provider will review the job description of the Coordinator and any other requirements relating to the job against agreed performance indicators, at least once each year and will ensure that any resulting changes to the job description, performance indicators or terms of employment are recorded, and accepted by both parties.

The Coordinator and/or the approved provider will ensure that appropriate expert industrial relations advice is sought and obtained as necessary to deal with staffing issues within appropriate legal and industrial standards.

For candidates in receipt of a Blue Card the service will register the candidates in the blue card portal. For candidates not in receipt of a blue card, an application will need to be completed and lodged with blue card services by the candidate prior to them starting work.

If the candidate is a volunteer, a working with children blue card must be sighted prior to working at the service.

Employment of family members/personal friends

We may at times employ family members or personal friends of employees or management members. In these instances, the following will apply in addition to the above employment procedures:

- The relationship will be disclosed on the job application;
- The interview and subsequent appraisal processes will not involve the relevant employee or management member;
- All reference checks will be made by an independent person;
- Disciplinary procedures will be applied consistently, with independent people overseeing and conducting the process; and
- Timesheets will not be authorised by family members or associated persons. Where the coordinator has a member of the family working in the service, timesheets will be authorised by a nominated representative of management.

References

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

Family and Child Commission Act 2014

Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011

Anti-Discrimination Act 1991 (QLD)

Relevant Industrial Award/Agreement

Fair Work Act 2009 and National Employment Standards (for services not operated by P&C Associations)

Duty of Care

Relevant Policies: Ratios and Supervision, Educators Best Practice, Role and Expectations of Educators, Educational Leader, Employee Orientation and Induction.

Educator Professional Development and Learning

We endeavour to provide adequate and relevant ongoing training and development for educators to enable them to do their job confidently and to properly comply with these Policies and Procedures and other requirements of the Service.

Procedures

The Coordinator will facilitate opportunities for educators to access information for professional development and learning on a regular basis about issues relevant to:

- The operation of the Service and its Policies and Procedures;
- Legal or other regulatory requirements; and
- Other issues of interest or benefit to educators to help them better do their job in the overall interests of the Service and the children.

Professional development includes opportunities to learn or further enhance skills whereas professional learning includes access to information that is required. This information may be accessible through:

- Meetings;
- Training/information sessions;
- Workshops
- Centre visits

We require all educators employed at Samford State School OSHC to hold or work towards the following training/qualifications:

- Fire Training - every 3 years
- First Aid (Education and Care) - every 3 years; CPR annually
- Child Protection - every 3 years
- Food Handlers - every 3 years (Moreton Bay I'm Alert www.moretonbay.imalert.com.au) {you will need to select the login boxes and create a new login to begin the course}

The Coordinator will:

- wherever possible within the resources of the Service, bring in specialist or expert presenters to provide training to educators on issues requiring expert knowledge.
- ask educators on a regular basis to contribute suggestions for training topics.

- be responsible to ensure that a written record of all professional development of educators is kept and is produced to the Management Committee for information at least once each year.

Educators will be paid for attendance at compulsory training sessions and service team meetings, in accordance with relevant awards.

We will allocate funds within the budget for training and professional development for all educators.

References

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

'My Time, Our Place' Framework for School Age Care in Australia

Duty of Care

Relevant Policies: Educators Best Practice, Role and Expectations of Educators, Educational Leader, Performance Monitoring, Review and Management, Employee Orientation and Induction, Employee Qualifications Monitoring Progress, Quality Compliance.

Volunteers

Volunteers are a valued and integral part of our Service and are managed in a consistent and professional manner, in accordance with the other policies of our Service which apply to employees, modified only as necessary to reflect the voluntary nature of the role.

For the purpose of this policy, volunteers also refer to students who are unpaid and volunteering for skills and knowledge acquisition.

Procedures

All procedures applicable to employees apply to volunteers, except where expressly provided otherwise, or with such necessary modifications to reflect the voluntary nature of the role. Volunteers must hold a blue card before they begin volunteering. Copies of their Suitability Card will be kept on file for all volunteers who volunteer at the service. A Verification to Authorise Blue Card form will be completed by the volunteer.

Volunteer workers may be counted towards the educator to child ratios for the service provided they meet the qualification requirements. Volunteers under the age of 18 must be fully supervised. Risk assessments will be conducted, as necessary, when utilizing volunteers.

An induction process, including volunteer handbook, will be given to provide an opportunity to help volunteers understand:

- Our commitment to an environment which is safe and friendly to children;
- Our policies, procedures and code of conduct;
- Procedures to follow when harm is disclosed;
- Their rights and responsibilities;
- What is expected of them;
- The boundaries of their roles;
- The roles of key people in our Service;
- What to expect if there is an allegation of harm made against them or to them;
- Reporting procedures; and
- Grievance procedures.

References

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

Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011

Duty of Care

Relevant Policies: Educators Best Practice, Role and Expectations of Educators, Educator Orientation and Induction, Quality Compliance, Risk Management and Compliance.

Employee and Volunteer Grievance

We aim to maintain a harmonious work environment through resolving employee grievances effectively and to the satisfaction of all concerned. We are committed to addressing grievances in a prompt and effective manner, ensuring the rights of employees are respected. Both employer and employee will abide by their obligations under any relevant industrial award or agreement. The aim of this policy is to ensure that grievances are resolved through discussion between both parties however; the employer acknowledges that, from time to time, individual employees may have grievances which need to be resolved externally in the interest of good relationships/transparency.

Procedures

The Coordinator will be the first contact for all complaints however, the employee will have direct access to the Approved Provider which the Coordinator will permit and, if appropriate, encourage the employee to do so, if:

- The complaint is about the conduct of the Coordinator/Nominated Supervisor;
- The employee is not comfortable to take the complaint to the Coordinator;
- The employee is not satisfied with the Coordinator's handling of the complaint;
- The complaint is about a matter of Management and Administration Policy.

For this purpose, employees will be kept informed of the current contact details of the chair of the Approved Provider through the Educator/Volunteer Handbook, or other appropriate form of communication, and otherwise will be available on request.

The Coordinator will seek to resolve all genuine and reasonable verbal grievances in the most appropriate way possible in consultation with the complainant. Discussions with the complainant are not to be conducted in the presence of children, other employees or parents, and heated discussions are to be avoided. The Coordinator may make and keep a confidential written record of such discussions.

If the verbal grievance remains unresolved, at the complainant's discretion, a written grievance may be submitted to Management for further action. This will instigate the following formal procedure:

- Complainant to meet with management to discuss complaint;
- Management to give opportunity, in writing, for other named parties to meet with Management to discuss details of grievances tabled;
- Management may seek the services of a professional association for advice, support and/or assistance.

References

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

Privacy Act 1988 and Regulations 2013

Work Health and Safety Act 2011 and Regulations 2011

Duty of Care

Relevant Policies: Recruitment and Employment of Educators, Volunteers Policy, Workplace/Sexual Harassment and Bullying, Educator Code of Conduct, Employee Orientation and Induction.

Workplace/Sexual Harassment and Bullying

All employees have the basic right to work in a place where they are valued, respected and appreciated by their colleagues, supervisors and employers. We are committed to ensuring the working environment is free from sexual harassment where all employees are treated with dignity, courtesy and respect. Workplace harassment and bullying including sexual harassment can be detrimental to the ongoing health, well-being and sense of safety for employees. The following guidelines will be implemented by the service to ensure workplace bullying and harassment is not tolerated and that appropriate procedures for managing reports of bullying and harassment are in place.

Definition

Workplace harassment/bullying is verbal, physical, social, sexual or psychological abuse by your employer, another person or group of people at work. Workplace harassment and bullying occurs when a person is subjected to repeated behaviour, unwanted or uninvited which makes a person feel:

- unwelcome and unsolicited; and
- the person considers to be offensive, humiliating, intimidating, or threatening; and
- A reasonable person would consider to be offensive, humiliating, intimidating or threatening.

Procedures

For the purpose of this policy, workplace bullying and/or harassment means behaviour that is repeated or occurs as part of a pattern of behaviour and may include:

- Staring, leering or unwelcome touching;
- Suggestive comments or jokes;
- Unwanted invitations or requests for sex;
- Intrusive questions about a person's private life or body;
- Insults or taunts based on sex;
- Abusing a person loudly, usually when others are present;
- Repeated threats of dismissal or other severe punishment for no reason;
- Constant ridicule and being put down;
- Leaving offensive messages on email or the telephone or social media;
- Sabotaging a person's work, for example, by deliberately withholding or supplying incorrect information, hiding documents or equipment, not passing on messages and getting a person into trouble in other ways;

- A manager setting unreasonable timelines or constantly changing deadlines for an employee to meet, or setting tasks that unreasonably below or beyond a person's skill level;
- Maliciously excluding and isolating a person from workplace activities;
- Persistent and unjustified criticisms, often about petty, irrelevant or insignificant matters;
- Humiliating a person through gestures, sarcasm, criticism and insults, often in front of customers, management or other workers;
- Spreading gossip or false, malicious rumours about a person with an intent to cause the person harm.

It will be acknowledged that the impacts of bullying and harassment can be traumatic and may result in employees suffering stress, feelings of isolation at work, anxiety, loss of self-esteem, loss of financial security, loss or deterioration of personal relationships, physical symptoms of stress such as headaches, backaches, stomach cramps, and depression.

Sexual harassment is not behaviour which is based on mutual attraction, friendship and respect. If the interaction is consensual, welcome and reciprocated it is not sexual harassment.

Sexual harassment doesn't have to be repeated or continuous to be against the law with some types of sexual harassment being offences under criminal law. These include:

- Physical molestation or assault;
- Indecent exposure;
- Stalking;
- Obscene communications (telephone calls, letters, etc.)

Scope

Workplace bullying and harassment will not be tolerated or accepted by any employee or member of management of our service. Therefore, this policy and procedure is not limited to the workplace or working hours and will include all work-related events including but not limited to:

- Team meetings;
- Family events organised by the service;
- Celebratory functions;
- Other events organised by the service in public or private locations.

This policy also relates to, but is not limited by the following types of communication:

- Verbal communication, either over the telephone or in person in the workplace, and outside of it;
- Written communication including letters, notes, minutes of meetings etc.;
- Internal and external communication including emails and text messages.

Standards of Behaviour

In line with our commitment to creating a workplace that is free from workplace health and safety risks and one which strives to create positive working relationships, all those covered by this policy and procedure are expected to observe the following minimum standards of behaviour, including:

- Being polite and courteous to others;
- Being respectful of the differences between people and their circumstances;
- Ensuring they do not engage in any bullying behaviour towards others in or connected with the workplace. This includes hurtful remarks or attacks and making fun of a person or their work (including references to family, sex, sexuality, gender identity, race or culture, education and economic background);
- Ensuring they do not assist, or encourage others in the workplace, or in connection with the workplace to engage in bullying behaviour of any type;
- Adhering to our grievance procedures, as listed further in this policy, if they experience any bullying behaviours personally;
- Reporting any bullying behaviours, they see happening to others in the workplace, or connected with the workplace in line with the grievance procedure in this policy;
- Keeping information confidential if involved in any investigation of bullying.

Responsibilities

It is the responsibility of all employees to not participate in discriminatory or harassing behaviour within the workplace. The approved provider/Coordinator is accountable for ensuring professional standards of conduct are observed at all times and to take immediate preventative action in any situation that has the potential to be construed as harassment. We have an obligation to model appropriate behaviour, promote our policies, treat all complaints seriously and attend to them promptly, monitor the work environment and seek expert help for complex or serious matters. Incidents of harassment are to be treated seriously and immediate action must be taken to deal with complaints.

If you believe you are being harassed in any way, **do not ignore it**. Act in the following manner:

- Tell the other person in a direct and firm manner that their behaviour is offensive and unacceptable. However, telling the person may not be enough to stop the unwelcome behaviour so be prepared to take further action.
- Keep diary notes of all incidents with details of the harassment, dates and times, name(s) of offending party (i.e.), and any response you made.
- Discuss the situation with the coordinator or member of management;
- Adhere with Consultation and Dispute Resolution Clause in the Award

Grievance Procedure

Grievance procedures will be made available to employees and clearly articulated in the Educator Handbook.

All reports of harassment and/or bullying behaviour will be managed in accordance with our grievance procedures which include:

- Reporting the grievance to management through appropriate channels;
- Arranging for a meeting with the complainant to discuss the nature of the alleged complaint and or grievance;
- Documenting all conversations regarding the grievance and all alleged instances of harassment or bullying, when they occurred, who was involved, what actually happened and any witnesses or other relevant information.

The approved provider may seek expert advice from their employer association in managing any alleged instances of harassment or bullying in the workplace with appropriate dispute resolution services accessed as required and upon professional advice.

Confidentiality

Whilst all endeavours will be made to preserve the confidentiality of the complainant and the person accused, it may be necessary to speak with other workers or people involved to determine what happened and to maintain the integrity of the investigative process.

Those people who are involved in the complaint (including the complainant, witnesses etc.) are also under a duty to maintain confidentiality and display a commitment to uphold the integrity of the investigation process. If the complainant chooses to bring a support person with them to any meetings, they too are bound by confidentiality. Gossiping and/or the spreading of rumours as a result of, or in connection with, a process followed under this policy will not be tolerated under any circumstances and may lead to further disciplinary action for those concerned.

All meetings will be documented with minutes recorded and treated in a confidential manner. Information including letters of complaint and meeting minutes will be stored confidentially.

Outcomes

The outcomes of formal or informal complaint procedures will depend on the nature of the complaint, its severity and what is deemed appropriate in the relevant circumstances. Some types of workplace bullying are criminal offences, therefore any instances of violence, physical assault and/or stalking must be reported to the Queensland Police Service immediately.

Where the results of an investigation procedure suggest that an individual is guilty of bullying, appropriate disciplinary procedures will be followed in line with the Employee Counselling and Disciplinary Procedures Policy. Disciplinary action will depend on the nature and severity of the behaviour and may include termination of employment, an official warning, a formal apology, counselling, demotion or instant dismissal where serious misconduct is deemed to have occurred.

In addition to procedures articulated in the Employee Counselling and Disciplinary Procedures Policy, other action may be deemed necessary to resolve or remedy the behaviour complained of, including but not limited to:

- Providing training to employees concerned regarding bullying;
- Adjusting working arrangements where appropriate;
- Providing counselling to employees (complainant and the person complained of);
- Placing employees on performance improvement plans to ensure improved behaviour; and/or
- Providing coaching and mentoring.

References

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

Duty of Care

Family and Child Commission Act 2014

Work Health and Safety Act 2011

Prevention of Workplace Harassment Advisory Standard 2004

Anti-Discrimination Act 1991 (QLD)

Sexual Discrimination Act 1984

Fair Work Act and Regulations 2009

Relevant Policies: Role and Expectations of Educators, Volunteers Policy, Employee Code of Conduct, Employee Orientation and Induction, Recruitment and Employment of Educators, Employee Volunteer and Grievance, Employee Counselling and Disciplinary Procedures, Information Handling (Privacy and Confidentiality)

Employee Performance Monitoring, Review and Management

We acknowledge that to ensure the provision of high-quality school aged care, an active approach is needed in relation to monitoring and managing the ongoing performance of employees to ensure that appropriate knowledge, skill and capacity to perform the position effectively are maintained.

Procedures

Employee performance will be managed by the nominated supervisor/coordinator, and for the nominated supervisor/coordinator performance will be managed by the approved provider/executive office bearers.

Employee performance will be managed in accordance with indicators which have been developed in relation to their position description.

Employee performance shall be monitored through implementing an annual review process. Such a process will involve:

- Employee completing the professional standards in small groups
- A performance review assessment conducted by the Coordinator to identify goals and improvement plans for professional development;
- A wellbeing checks in where aspects of the improvement plan are discussed and reviewed. This will include identification of strengths, aspirations and areas for improvement.
- Individual development plans are developed and documented to support performance improvement for each employee

Part of the performance review will include a commitment to ongoing professional development where opportunities for enhancing knowledge and skill based on the needs and goals of our service and its stakeholders are discussed.

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

References

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

Relevant Policies: Educators Best Practice, Role and Expectations of Educators, Recruitment and Employment of Educators, Educator Professional Development and Learning, Volunteers, Employee Code of Conduct, Employee Orientation and Induction, Quality Compliance.

Employee Professional Conduct and Protective Practices

We expect that all employees conduct themselves in such a way that is professional and in accordance with the philosophy and goals of Samford OSHC. Employees are expected to actively demonstrate a positive attitude towards their work, OSHC and the families, demonstrating the behaviour expected including integrity and professionalism. We require that all employees abide by the code of conduct at all times during their interactions with children, families, community members, management and other employees.

Procedures

This policy applies to all employees while in the workplace or off site, at work-related functions (including social functions and celebrations), while on excursions or attending work-related training and conferences.

The Samford State School P&C Association believes that all employees should be able to work in an environment free from discrimination, victimisation, sexual harassment, vilification and the seeking of unnecessary information on which discrimination might be based. We consider these behaviours unacceptable and they will not be tolerated.

Employees are expected to:

- conduct themselves in a manner which respects the rights and welfare of other employees, volunteers, families and children and to show competence, care, good faith and compliance with instructions and policies and procedures in the performance of their duties.

read the document and indicate that they have understood all of the conduct requirements by signing the agreement.

consistently uphold the agreement during their employment with Samford OSHC, contributing to the creation of a discrimination free and inclusive workplace and a healthy workplace culture.

Employees shall be provided with a copy of the service's code of conduct/code of practice or code of ethics prior to commencing employment.

Breaches to the agreement shall be taken seriously which may result in appropriate action taken on behalf of the employer/service. Action will be appropriate to the breach and may include:

- Counselling;
- An official warning and note on the employee's file;
- A formal apology;

- Demotion; or
- Dismissal for serious misconduct.

References

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

Family and Child Commission Act 2014

Anti-Discrimination Act 1991 (QLD)

ACSEA (2006) employee manual

Relevant Policies: Role and Expectations of Educator, Recruitment and Employment of Educators, Volunteers, Workplace Harassment and Bullying, Employee Orientation and Induction, Employee Counselling and Disciplinary Procedures.

Employee Orientation and Induction

We assume the responsibility to ensure that all employees receive appropriate orientation and induction which prepares, supports and facilitates their working performance and ongoing capacity for employment within our service.

Procedures

The Coordinator (or other Senior Educator) shall take responsibility for the appropriate and ongoing induction and orientation for new employees.

The orientation and induction process will include (but not be limited to):

- A meeting with the new employee prior to engagement to complete all paperwork relating to their suitability for employment. (This will involve linking the new employee's blue card to the portal where one is already held by the candidate.);
- An information package given to the new employee, which highlights key aspects of the role which must be known and understood prior to commencing work at the service;
- A 30minute induction/orientation session where the Coordinator will work through the Induction and Orientation checklist with the new employee;
- The first two weeks of your employment will commence as an extra educator (not in ratio) in a shadowing role with another more experienced educator. This will allow the new educator to learn our practices and procedures; learn about our children and families and ask any questions they may have. The coordinator will work closely with the new employee to ensure all induction and orientation training is provided. Feedback on the effectiveness of the induction and orientation process will be sought from the new employee by the coordinator.

References

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

Work Health and Safety Act 2011

Relevant Policies: Educators Best Practice, Role and Expectations of Educators, Recruitment and Employment of Educators, Employee and Volunteer Grievance, Employee Code of Conduct.

Employee Leave

Our 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 Samford OSHC. This policy will include all applicable forms of leave and relevant entitlements.

Procedures

All employees seeking to take extended leave such as Annual Leave or Leave without pay will submit their request via TANDA at least two weeks prior to such leave being requested. Employees requesting Long Service Leave must submit their request, in writing to the Approved Provider, at least 3 months prior to the leave being taken.

Management will approve such leave unless the impact of leave is detrimental towards the successful operations of our service. Should leave not be approved, the employee will be entitled to have notification and rationale within 3 working days of the original request for leave.

All sick leave will be reported to the coordinator or a member of the leadership team to ensure a suitable replacement can be obtained. We will have pre-planned arrangements for filling shifts when educators call in sick. In the event that this is the Coordinator/Responsible Person, then such report will be made to the person expected to assume responsibility for OSHC on that day or throughout the duration of leave. This person must be the approved provider or delegated as a responsible person.

Management will ensure that employees do not accrue any more than 6 weeks annual leave per annum.

Employees will receive notification of their leave accruals on their fortnightly pay slip and all types of leave will be appropriately recorded on rosters and timesheets.

References

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

P&C Accounting Manual, P&C Operations Manual (for P&C managed services)

Children's Services Award (State) 2012 (P&C managed services only), Children's Services Award 2010, National Employment Standards.

Fair Work Act 2009

Relevant Policies: Ratios and Supervision, Role and Expectations of Educators, Recruitment and Employment of Educators, Quality Compliance Policy.

Employee Qualifications - Monitoring Progress

We seek to ensure that all employees enrolled and studying relevant qualifications are monitored and supported as they progress through their studies. This ensures that we strive towards providing a suitably qualified level of educators.

Procedures

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

In the event that necessary progress through the course is observed by the Coordinator to be delayed and or jeopardized for any reason, then a meeting will be scheduled between the employee and the Coordinator to discuss an appropriate course of action. The approved provider will be informed of the outcomes of this discussion and has authority to approve the required course of action.

The employee may jeopardize their ongoing employment at Samford OSHC if they fail to meet the progress in study requirements or complete the course within the prescribed finishing period.

References

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

National Employment Standards.

Parents and Citizens Associations Award - state 2016

Relevant Policies: Ratios and Supervision, Recruitment and Employment of Educators, Educator Professional Development and Learning, Employee Performance Monitoring, Review and Management, Quality Compliance.

Employee Health and Wellbeing

We expect that employees will take a conscientious approach to managing their own health and in protecting the health and well-being of children, colleagues and others engaged in our service's program and activities.

Procedures

Employees will not attend work under the influence of any drug or alcohol which may impact on their individual capacity to perform duties as expected of them in their position. Employees who are unwell should not report to work and should notify their supervisor at their earliest convenience that they are unfit for work. (Medical certificates may be required.)

Employees may be requested to undertake a health check or medical to verify that they are fit for work as expected of them in their role. This process will be non-discriminatory and implemented without bias or prejudice.

Employees who become unwell whilst on the job will report immediately to their supervisor and may be relieved from duties. If an employee is injured whilst on the job, they must report immediately to their supervisor and may be relieved from their duties. An injury/illness/accident form for employees should be completed. The Nominated Supervisor and Approved Provider will make the relevant notification in the event of the injury escalating to a WorkCover claim or a notifiable incident.

Employees who have been diagnosed with or suspect that their illness is due to infectious disease will follow the guidelines as specified by the service in regard to exclusion periods.

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

References

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

Work Health and Safety Act 2011 and Regulations 2011

Duty of Care

Relevant Policies: Ratios and Supervision, General Health and Safety, Infectious Diseases, Preventative Health and Wellbeing, Employee Orientation and Induction, Employee Immunisation, Fit for Work Policy

Staying Healthy in Childcare

Employee Online Social Networking

We acknowledge that employees may access online social networking sites such as Facebook, snapchat, Instagram etc. 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.
- Reputation damage from the conduct of Samford OSHC's employees;
- Creating high risk or vulnerable situations for children, families and employees

Definitions

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

- Social networking sites: Facebook, Instagram, Pinterest and LinkedIn;
- Video and photo sharing websites: YouTube and TikTok;
- Blogging sites: Twitter and Reddit;
- All forums and discussion boards;
- Online gaming
- Messaging platforms (snapchat, messenger)

Procedures

Responsibilities

All employees have a duty to uphold the reputation of Samford OSHC. Good judgment and common sense must be used to ensure the reputation of our OSHC, its employees and stakeholders are not harmed during the use of social media/the internet. Once something is placed online, it spreads quickly and cannot be retracted.

Employees are to recognize their employment relationship extends beyond the hours of work; therefore, it is the responsibility of employees to ensure their conduct is consistent with the policies and guidelines of Samford OSHC when using social media for personal use. Demonstrating professionalism and management of social boundaries is the responsibility of the employee. Interactions with employees and other stakeholders that harasses, threatens, jeopardises trust, or harms the reputation of Samford OSHC., Employees engaging in this conduct will be subject to disciplinary action, up to and including termination

Guidelines

Employees are expected to display conduct consistent with the following guidelines to ensure safety and protection of others, themselves and the service:

- 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 you online, do not respond. Review your privacy settings and notify the Nominated Supervisor or Approved Provider who will communicate the service's expectation with the family directly;
- Harmful, threatening, suggestive or harassing comments are not to be made about fellow employees/stakeholders online. This will be viewed as cyber bullying and will prompt disciplinary action.
- The Samford OSHC name will not be mentioned in online posts, other online commentaries and statuses. This is the best way to ensure that our service's reputation is safeguarded. If it is necessary for an employee to speak about their place of employment online, they are to refer to 'work' and not Samford OSHC;
- Work-related problems, tasks and ventures should not be discussed online. Confidentiality must be maintained at all times;
- Be clear that your personal views are yours, and not necessarily the views of Samford OSHC management and/or stakeholders;
- Photos of employees in work uniform are not to be placed online;
- If anything is posted online by others which may harm the reputation of Samford OSHC, its employees or stakeholders, and you have the capacity to delete such information, the Approved Provider asks that you do so immediately.

Reporting Breaches

If any employees become aware of:

- conduct or communication that breaches this policy; or
- finds any online material that is potentially dangerous or damaging to the image or people of Samford OSHC;

Then, the employee should immediately report this information to either the Coordinator or Approved Provider. This disclosure should not be shared with others.

References

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

Work Health and Safety Act 2011

Privacy Act 1988 and Regulations 2013

Duty of Care

Relevant Policies: Anti-bullying, Role and Expectations of Educators, Workplace/Sexual Harassment and Bullying, Employee Code of Conduct.

Children of Employees

We strive to provide a supportive environment for all families and children using Samford OSHC. This is extended to children of employees who attend Samford OSHC however; we also acknowledge the complexities that may arise when children of employees are participating in our program and activities.

Procedures

Children of employees will:

- Be permitted to be enrolled in and attend Samford OSHC using the priority of access guidelines as defined in this policy and procedure document.
- Be given a 50% discount on fees whilst at our service if the employed parent is working at OSHC.
- Be provided with consistent care, consideration and involvement in Samford OSHC as any other child participating in the program. The behaviour of children of employees shall be managed as it would any other child participating in the program.

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 will be expected to professionally carry out all duties as expected of them while they are employed in the service regardless of the attendance of their own children.

For services located on a school site, if the employee's child has been excluded from the school, the Coordinator will:

- Contact the school to confirm exclusion;
- Speak with the Principal to confirm if exclusion applies at the OSHC service;
- Contact the employee to confirm exclusion from the service (in accordance with Principal's direction).

References

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

Duty of Care

Relevant Policies: Behaviour Support and Management, Exclusion for Behavioural Reasons, Role and Expectations of Educators, Recruitment and Employment of Educators, Employee Orientation and Induction.

Employee Immunisation

We acknowledge our obligation as an employer under the *Work Health and Safety Act 2011*, in ensuring the workplace health and safety of employees and others. This extends to limiting exposure to health and safety risks that may arise from the incidence of vaccine-preventable diseases in the workplace. Vaccination of employees and volunteers is not a mandatory requirement under relevant legislation, however is considered by Samford OSHC as a best practice approach to prevention of vaccine-preventable diseases outbreak.

Procedures

All employees and volunteers working with children in our service should be up to date with all the vaccinations that are recommended for adults.

All employees and volunteers working with children in our service should consider additional/special vaccinations, recommended due to an increased risk of exposure in the workplace.

Information sheets from Queensland Health provide further guidance regarding recommended immunisations for adults, including but not limited to:

- Hepatitis A;
- Measles, Mumps and Rubella (MMR);
- Varicella (Chickenpox);
- Pertussis (Whooping Cough);
- Hepatitis B - (May be recommended in specific circumstances, such as when providing child care to populations who have a higher prevalence of Hepatitis B).

Employees/volunteers will be required to supply OSHC with an immunisation certificate as part of our employment process.

Each record shall be maintained confidentially in the employee/volunteer's file.

Any employee or volunteer conscientiously objecting to Vaccination shall articulate their position in writing, accepting responsibility for their own individual choice to do so. This document will be maintained confidentially in the employee/volunteer's file.

Conscientious objectors may be required to seek further advice from a medical authority to support them to clearly understand such position. In such cases additional procedures will be relevant to those employees/volunteers should an outbreak of any vaccine-preventable disease occur in the workplace, this will include, but not be limited to:

- Exclusion from the workplace; and/or;
- Restrictions as advised by the relevant health authority.

Such exclusion would be without pay if that person is a paid employee of Samford OSHC.

Please note:

We encourage access to the information sheets available for child care from: <http://www.deir.qld.gov.au/workplace/business/childcare/index.htm>. These may be provided to educators for further information and should be sourced and dated in the policy when accessed. The Australian Immunisation Handbook is available from <http://www.immunise.health.gov.au/>

<http://www.health.qld.gov.au/immunisation/consumers/babies.asp#centres> accessed 08/08/11.

References

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

Work Health and Safety Act 2011

Duty of Care

Staying healthy in childcare

Relevant Policies: Infectious Diseases, Preventative Health and Wellbeing, Infectious Diseases Response Strategy, Employee Orientation and Induction, Employee Health.

Fit for Work

We believe that the safety of employees at work and any persons involved within Samford OSHC (including children) is of paramount importance. In order to ensure the health and safety of all individuals associated with its operations, we will take all reasonable steps to ensure that employees are in a fit and competent state to work safely.

****PLEASE NOTE**** some content of this policy has been adapted from the Australian Children's Services Employers Association (ACSEA) as best practice.

Procedures

Interpretation

'Fit for Work': an employee is fit for work if they have a blood alcohol level of 0.00 and test negative for drug use.

An employee is 'fit for work' if physically able to carry out their duties, as per their job description.

'On duty': An employee is on duty at any time they are undertaking the duties and responsibilities associated with their contract of employment.

Responsibilities

The Approved Provider/OSHC Coordinator will:

- Be responsible for assessing the fitness for work of employees under their supervision, while they are on duty;
- Immediately stand down any employee suspected to be under the influence of alcohol or other drugs;
- Immediately stand down any employee that is not physically fit and capable of performing their duties.

Any such employees must not return to work until they are able to demonstrate that they are fit to work.

Each employee is responsible for:

- Ensuring that they are not in an unfit state for any reason, including physical limitations and/or the adverse effects of alcohol or other drugs;
- Notifying the Coordinator of any concerns that their fitness for work may be impaired;

- Ensuring that any prescription or non-prescription medication is taken safely and in accordance with the requirements as listed further in this policy;
- Notifying the Coordinator, or other responsible person, of any situation in which this policy has been breached, including;
 - Any situation in which other individuals are believed to be unfit for work;
 - The unauthorised possession or consumption of alcohol or other drugs on site or during work;
 - Any other apparent breach of this policy.

All such information will be dealt with in strictest confidence.

Employees should also be aware that rights to workers compensation or a common law claim may be affected if they are involved in a work-related accident while under the influence of alcohol or drugs.

Alcohol

An employee must not be under the influence of or be affected by alcohol whilst on duty. This means that all employees are expected to have a 0.00 blood alcohol content at all times they are required to undertake the duties and responsibilities associated with their contract of employment.

If any employee becomes aware of behaviours from which they might draw the conclusion that another employee is intoxicated, the Coordinator or Approved Provider **MUST** be contacted immediately. Such behaviours may include, but not be limited to:

- Slurred or impaired speech;
- Possibly aggressive in manner;
- Staggered, jerky movements could seem uncoordinated;
- Heavy eyes and/or flushed face;
- Dull, tired appearance

If the above concerns are raised regarding an employee, the Approved Provider may request a blood alcohol test, at the management's expense. If the employee's blood alcohol content is higher than 0.00 they will be considered unfit for work immediately. For the employee to return to work, the Approved Provider/Coordinator must be satisfied that they are fit for work and that they have a blood alcohol content of 0.00. Proof of which may include the undergoing of another blood alcohol test, at the employee's expense.

An employee is prohibited from operating any machinery or equipment, including any motor vehicle, if they are under the influence of alcohol.

Alcohol must not be consumed anywhere within the grounds of Samford OSHC, during work time. There may be occasions when alcohol may be consumed as part of a work function, or other recognised work event. Where the consumption of alcohol has been properly approved, employees must continue to act in a sensible and responsible manner and with due care for their own and other people's safety and well-being. Failure to act in a sensible and responsible manner or to follow any directions with regards to the consumption of alcohol may result in disciplinary action as listed further in this policy.

The unauthorised possession or consumption of alcohol at the workplace will result in disciplinary action as listed further in this policy.

Drugs

Employees must not consume or be under the influence of any unlawful drug anywhere on our premises or grounds or while on duty. If any employee becomes aware of behaviours from which they might draw the conclusion that another employee is under the influence of drugs, the Coordinator or Approved Provider **MUST** be contacted immediately.

If concerns of this nature are raised regarding an employee, the Approved Provider may request a drug test, at the management expense. This means that employees are expected to return a negative urine test for the following substances:

- Amphetamines;
- Cannabinoids/THC/Marijuana;
- Opiates/barbiturates;
- Benzodiazepines;
- Cocaine/Methadone;
- LSD.

If an employee tests positive for any other substance, the Approved Provider may obtain relevant expert advice to determine whether the employee will be considered fit for work.

If an employee tests positive for drugs they will be considered unfit for work immediately. For the employee to return to work, the Approved Provider must be satisfied that they are fit for work. Proof of which may include the undergoing of another urine drug test, at the employees' expense.

An employee must not cultivate, sell or have in their possession or control any unlawful drug or drug taking implement anywhere on the Outside School Hours Care premises or grounds or while on duty.

The use, possession, cultivation, manufacture and distribution of an unlawful drug is illegal. If the Approved Provider becomes aware that you have, or have had, in your possession or control, or are cultivating or supplying unlawful drugs or drug taking implements, whether for profit or otherwise on OSHC premises or grounds or while on duty, they will notify the police and actively assist them in their enquiries.

Any drugs prescribed by a medical practitioner must be used in accordance with medical advice. Any non-prescription drugs must be used in accordance with manufacturers' recommendations. If an employee is taking prescription or non-prescription drugs, which could cause drowsiness or otherwise affect their fitness for work, they must advise the Coordinator so that their ability to work safely can be monitored. If necessary, a medical opinion may be obtained.

The unauthorized possession or consumption of drugs at the workplace will result in disciplinary action and may result in termination of employment.

Alcohol and Drug Testing Requirements

Testing may be carried out where:

- An employee is involved in an incident or accident;
- An employee display:
 - Unsafe behaviour; or
 - Causes injury to any other person; or
 - Commits an act of negligence or carelessness; or
 - Shows disregard for safety.
- There is reason to believe that an employee is affected by alcohol or drugs;
- An employee who previously tested positive is being monitored to ensure safe practice; or;
- Evidence of alcohol or drug use at the workplace is discovered and the employee or employees concerned can be identified with reasonable certainty.

An employee who does not co-operate fully with the administration of an alcohol or drug test without a legitimate reason will not be able to return to work until they have co-operated and provided a breath and/or urine sample for analysis.

Employees who refuse will be required to take unpaid leave until they co-operate. Refusal to co-operate may result in disciplinary action.

The actual or attempted adulteration, substitution or other interference by a person with a test sample or result will result in disciplinary action which may include termination of employment.

Disciplinary Procedures

The Approved Provider may take the following disciplinary action where an employee is found to be under the influence of alcohol or another drug;

- Immediate termination;
- Final warning; or

- Warning.

The appropriate disciplinary action will depend on the individual circumstances of each matter. In making any decisions, the Approved Provider will consider factors including, but not limited to:

- The seriousness of the employee's behaviour;
- The risk posed to the safety of employees and others; and
- Any previous breaches of this policy.

An employee who receives a warning will be counselled by the Approved Provider regarding:

- The 'Fit for Work Policy' and the obligations and responsibilities under it;
- The serious and unacceptable nature of the person's behaviour;
- The risk posed for the safety of the employee and others;
- The employee's responsibility to demonstrate that the problem has been effectively addressed;
- The consequences for future breaches of this policy; and
- The reasons why the person has used alcohol or other drugs to the extent that they are in an unfit state.

The employee will be advised that they may be monitored for a period of time to ensure that the problem has been addressed and that during this period they may be subject to periodic alcohol and drug testing.

The employee will receive a written warning which will reflect the key points covered in this process. A copy of this will be placed on their personnel file. Employees will not be paid for the period which they are deemed unfit for work. An employee who receives a final written warning will be counselled by the Approved Provider as set out above and will be required to demonstrate that the threat to work performance and/or safety has been effectively addressed before they are permitted to return to work.

The final written warning will have the effect that any further breaches of this policy may result in termination of their employment. A copy of the warning will be placed on their personnel file.

Fatigue

Work related fatigue may arise from situations requiring concentration for extended periods during work hours, working in extreme temperatures or working in high-risk situations.

Non-work-related fatigue is generally the result of poor quality or inadequate sleep which may be caused by a number of reasons, including sleep disruption, ill family members, distress, domestic responsibilities or a second job.

The Coordinator is responsible for ensuring roster cycles are monitored and reviewed to address the potential for fatigue, especially among employees engaged in split shifts and/or potentially hazardous activities.

The Coordinator is responsible for ensuring shift lengths are monitored to prevent excessive time working. Provision will be made on all shifts for appropriate rest breaks during and between shifts to ensure that employees have adequate opportunity for rest.

The Coordinator will take all practical steps to assess and manage the work environment to minimise the impact of fatigue.

We will provide appropriate information and education on the causes and management of fatigue and will arrange for all individuals to be made aware of their responsibility to prevent impairment of their fitness for work by fatigue.

Physical Ability

The Coordinator is responsible for ensuring that all employees are fit and able to perform their duties, when arriving for their shift. To be considered physically capable of performing their duties, the employee must be able to move about freely, particularly in the case of emergency or risk of harm to others.

As per their job description, the employee **MUST** be able to interact with the children and actively contribute to the activities, experiences and routines of our Service. This may include, but not be limited to physical activities such as walking, running, standing, crouching and kneeling.

Confidentiality

Confidentiality is vital in promoting the effectiveness of this policy and all reasonable efforts, consistent with safety, legal requirements and common sense, must be made to maintain an individual's privacy.

Information relating to an employees' fitness for work must be transmitted, used and stored in a confidential manner in accordance with the Information Handling Policy.

The disclosure of confidential information may be required to those persons who have a legitimate 'need to know'. Typically, this will be only to those persons who have a responsibility for ensuring the employees' safety and performance. Disclosure will be limited to the information necessary to address the situation. The Approved Provider/OSHC Coordinator will inform the employee as to:

- The reason or need for disclosure;

- To whom the disclosure will or has been made; and
- The extent of information that will or has been disclosed.

References

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

Work Health and Safety Act 2011

Duty of Care

Relevant Policies: Preventative Health and Wellbeing, Role and Expectations of Educators, Recruitment and Employment of Educators, Employee Orientation and Induction, Employee Health, Information Handling (Privacy and Confidentiality).

Employee Retention

We recognise the importance of retaining quality employees who demonstrate ongoing commitment to their work with children and families and use professional standards to guide their practice. The development and retention of quality employees ensures continuity and that the school age care program is responsive to the needs of children as individuals and in groups.

Procedures

Samford OSHC will:

- Develop clear policies and procedures in relation to employee vacancies to ensure key values, skills and attributes are identified when advertising vacancies.
- Ensure policies and procedures are developed and implemented in relation to employee orientation and induction with individual checklists completed to ensure all aspects of the employee's job role is discussed.
- Develop clear policies and procedures in relation to employee performance reviews with identified strategies in place to manage ongoing learning and professional development.
- Develop exit interview strategies to ascertain reasons for staff turnover with the intention to develop strategies to promote job satisfaction for existing employees.
- Actively work towards supporting educators to develop professionally through:
 - Encouraging attendance at workshops;
 - Supporting networking opportunities;
 - Supporting higher education and qualification attainment;
 - Enabling 'on the job' development and learning through coaching, mentoring and effective leadership;
 - Providing regular opportunities for team members to come together and share thoughts and ideas enabling critically reflective practice.
- Provide benefits for employees who demonstrate an ongoing commitment to their role and use professional standards effectively to guide their practice through employee acknowledgement programs which may include:
 - Employee of the month;
 - Appreciation certificates;
 - Career advancement/promotion;
 - Staff fee discount;

- Other rewards as deemed appropriate by management.

References

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

Relevant Industrial Awards

Relevant Policies: Role and Expectations of Educators, Recruitment and Employment of Educators, Educator Professional Development and Learning, Employee Performance Monitoring, Review and Management, Employee Orientation and Induction, Employee Qualifications - Monitoring Progress.

Employee Counselling and Disciplinary Procedures

We acknowledge that, from time to time, employee behaviour and performance may fall below the expected standards as detailed in the specific job description and orientation/induction processes. The purpose of this policy is to establish an equitable and consistent approach to addressing unsatisfactory work performance and/or conduct by:

- Ensuring counselling takes place to reinforce the expected performance or conduct standards;
- Establishing a process under which warnings may be issued and discussed; and
- Providing for disciplinary action when performance or conduct does not improve.

Definitions

'Counselling': the discussion and analysis of issues which affect an employee's conduct and/or work performance. Counselling is used to improve an employee's performance where their behaviour or performance does not meet the required expectations.

'Unacceptable performance': is when the employee's performance remains unacceptable following a reasonable period of performance improvement management.

'Misconduct': when an employee breaches their obligations under their contract of employment. Examples of misconduct may include but are not limited to:

- Breaches of policies, codes of conduct and other reasonable instructions;
- Unauthorised absence from work;

'Serious Misconduct': when an employee breaches their obligations under their contract of employment to an extent that it is reasonable to discontinue their employment. Examples of serious misconduct may include but are not limited to:

- Dishonesty and fraud
- Bullying, fighting or abusive behaviour
- Sexual harassment
- Drunkenness and drug use
- Acting in an unsafe manner
- Misusing confidential information
- Damage or misuse of service equipment and resources
- Breach of any act or legislation relating to their employment

'Disciplinary action': action taken by the organisation to deal with any actual, alleged or perceived breach of legislation, policies, codes or other standards of work performance and/or conduct.

Procedures

Service responsibilities

We acknowledge that the principle objective of counselling employees is to draw attention to the employee any allegations of inappropriate behaviour and/or unacceptable performance. Where proven, we will explain to the employee the potential and/or actual consequences of that performance and/or behaviour and assist them in achieving and maintaining behaviour and performance that is consistent with the services policies, procedures and practices.

We have developed disciplinary procedures designed to address employee conduct that impedes the operation of the service whilst ensuring all parties receive procedural fairness and due process in a timely and effective manner. Service management reserves the right to amend procedures depending on the facts of each situation and the nature of the offense.

We will treat all allegations of unacceptable performance and/or misconduct as serious and take prompt action to address identified issues, irrespective of whether they are minor or more serious. If action (as per the counselling and disciplinary procedures) cannot be taken immediately, the employee concerned should be advised as soon as possible of when and where that follow-up action will take place.

In consultation with management, the Coordinator may conduct a workplace investigation in cases of allegations of serious misconduct. The employee who has been accused of the allegation will be informed of the matter verbally, and in writing, and will be advised that they may be stood down until the workplace investigation has been completed. The workplace investigation will include the gathering of relevant information, written statements, interviews, documents and records. Other employees may be required to be interviewed as part of the investigation. Further disciplinary action will depend on the results of the investigation.

All persons involved in any way with the counselling and disciplinary processes must retain confidentiality at all times. The employee may choose to discuss the matter with a nominated support person and may elect to bring them along to any interview or counselling session conducted under the formal components of the process.

Our counselling and disciplinary procedures will have three distinct, but not necessarily sequential components:

- Informal counselling (face-to-face feedback);

- Formal counselling; and
- Disciplinary procedures (including warnings).

The decision as to which of the three components will initially apply will be based on the seriousness of the employee's behaviour and/or performance as well as the facts and circumstances identified by, or conveyed to, the coordinator.

Where the Coordinator has not identified the behaviour and/or performance issue first hand, sufficient facts must be gathered to determine the seriousness of the behaviour and the appropriate action. Direct observations may be undertaken by the Coordinator to determine validity of allegations. Immediate action must be taken if there are serious concerns about an employee's conduct. As part of the process of establishing the facts, the coordinator may:

- Assess relevant documentation;
- Interview person/s who may (or should) have knowledge of the employee's behaviour; and
- Document what has occurred.

Informal counselling

Informal counselling and/or face-to-face feedback will normally occur when, in the Coordinator's opinion, the employee's behaviour is such that formal disciplinary action is not appropriate. Where it is established during the informal discussion that the behaviour expectations have not been met, feedback given must be constructive and delivered to encourage the employee to achieve and maintain expected behaviour/performance standards.

If the discussion confirms that misconduct has occurred, the employee should be:

- Advised of how the behaviour and/or performance is inconsistent with Samford OSHC's expectations and their employment contractual obligations;
- Provided with an opportunity to respond to the concern and to raise any other matter that they consider relevant; and
- Engaged in jointly identifying a plan of action to improve performance standards or outline the appropriate conduct expected.

After the informal counselling session, the Coordinator will keep a diary note of the discussion and where appropriate, plan a subsequent discussion with the employee to review the behaviour or performance.

Formal counselling

Formal counselling will normally occur when:

- The employee has previously been counselled informally but behaviour has not improved to the expected standard (unacceptable performance);
- The employee's misconduct is such that, in the opinion of the Coordinator, formal counselling is appropriate.

The formal counselling session will take place as soon as possible after the behaviour and/or performance issue is identified with the employee being advised in writing of:

- When and where the interview will take place;
- The matter/s that will be discussed (i.e. specific details of the alleged unacceptable performance/misconduct);
- Their opportunity to respond; and
- The opportunity for them to bring a support person/observer to the interview.

At the meeting the Coordinator and employee will review and discuss the allegations and their responses to these allegations as well as any additional incidents, information and prior relevant corrective action plans.

At the conclusion of the formal counselling session the Coordinator will complete an Employee Counselling Report, to be signed and dated by the employee as a true and correct record of discussions, agreed actions and timeframes. A record of the meeting will be provided to the employee by way of a letter confirming:

- The issue of concern;
- Any assistance/support to be provided (if relevant);
- Date and time for subsequent meeting; and
- Disciplinary action taken with the possibility of further action should the required expectations for behaviour and/or performance not be achieved.

Disciplinary action

Disciplinary action may be taken where the alleged misconduct and/or unacceptable performance continues or is of a serious nature. Disciplinary action may include written warnings and/or termination of employment.

Written warnings

The purpose of a written warning is to emphasise to the employee that their misconduct or performance is unacceptable and to make clear that further disciplinary action may be taken. A written warning may be given to an employee when:

- The employee has previously been through the formal counselling process and has not met the required standards or expectations; or
- The employee's performance or misconduct is of a serious nature and requires immediate action.

Written warnings must also detail the support and/or training to be provided to the employee as well as the expected timeframes for review of the identified issue/s.

Show cause meeting

The purpose of this meeting is to ask the employee to show cause as to why their employment should not be terminated. Depending on the circumstances, the employee may be stood down until a meeting is scheduled. Employees will be required to respond, in writing and prior to the scheduled meeting, addressing the allegations and their reasons why employment should not be terminated.

Requests for an employee to attend a show cause meeting shall be made in writing outlining:

- When and where the meeting will take place;
- Who else will be involved in the meeting (i.e. Management representative)
- The specific issue that will be discussed (i.e. alleged unacceptable performance/misconduct);
- Their opportunity to respond; and
- The opportunity for them to bring a support person/observer to the meeting.

At the meeting the management representative, Coordinator and employee will review and discuss the allegations and their responses to these allegations as well as any additional incidents, information and prior relevant corrective action plans. A decision surrounding the employee's continued employment will be made at this meeting.

Employees terminated as a result of misconduct or unacceptable performance will be given notice as per their Industrial Award and will receive any outstanding leave entitlements (if applicable). Terminated employees will be issued with a Statement of Service.

Management reserves the right to seek independent Industrial Relations advice to assist in this process.

Instant dismissal

Serious misconduct, will not be tolerated and may result in the instant termination of employment.

Management responsibilities

The Samford State School P&C Association is responsible for ensuring that the service adheres to the disciplinary process and that reasonable support is provided to ensure the process is fair and that the employee has every reasonable opportunity to change the unsatisfactory pattern of their behaviour.

At each stage of the disciplinary process, management may obtain advice, particularly in the preparation of written warnings and/or termination. This process shall be implemented within the context of the appropriate industrial awards and in accordance with relevant State and/or Commonwealth legislation.

References

Duty of Care

Privacy Act 1988 and Regulations 2013

Fair Work Act and Regulations 2009

Prevention of Workplace Harassment Advisory Standard 2004

Relevant Industrial Award or Agreement

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<http://www.cwu.org.au/postal/wmou104.pdf>

Community Management Solutions. (2013). *Workplace Bullying and Harassment Toolkit guide. Discipline and Procedures Policy*. Queensland, Australia.

University of South Australia. (2011, August). *Disciplinary Procedure*. Retrieved from University of South Australia:

http://w3.unisa.edu.au/hrm/procedures/disciplinary_procedure.pdf

Relevant Policies: Role and Expectations of Educators, Volunteers, Employee and Volunteer Grievance, Employee Performance, Review and Management, Employee Code of Conduct, Employee Orientation and Induction, Fit for Work, Information Handling (Privacy and Confidentiality)

Educator Uniform and Personal Presentation

The Approved Provider requires that educators and other staff, engaged to work with children in OSHC, present themselves and wear a standard of dress appropriate to the circumstances and environment in which they will be working. In administering this policy, consideration will be given to any work, health and safety requirements as well as the need to ensure that clothing worn by educators is neither offensive nor hazardous.

Procedures

A high standard of personal presentation is required from all educators and other staff at all times whilst on duty at the service. Educators are required to maintain a high level of personal hygiene and all clothing should be clean, pressed and in good condition.

Failure to follow the Coordinator's direction and/or blatant violation or repeated violations of this policy may result in disciplinary action.

Dress Code

Educator's dress and appearance should be professional and conducive to active participation with children. Clothing worn to comply with cultural or religious standards is allowable as long as it does not pose a foreseeable risk to health and safety at work.

Upon employment, educators and other staff will be issued with a service uniform shirt which must be kept laundered and in good condition. Educators will receive a weekly laundry allowance, as per the relevant industrial award.

All educators and other staff will be required to wear the service uniform shirt while on duty at the service. The service uniform shirt can be worn prior to, and after their designated shift however, whilst in the public view, the educator will be required to conduct themselves in a manner that will not be detrimental to the reputation of the service.

Prior to receiving their allocated service uniform shirt, educators will not be permitted to wear clothing that is:

- Tight or revealing (i.e. midriff tops, clothing that reveals undergarments, shirts with spaghetti straps, low-cut tops); or
- Displaying inappropriate images or words; or
- Damaged, including clothing that is ripped or torn.

Educators will be required to supply their own shorts or pants with consideration given to the appropriateness of such clothing when actively working with the children. Shorts and/or pants are required to be no shorter than mid-thigh length with consideration given to ensuring that no part of their buttocks is exposed. Tights or leggings can be worn as

long as the shirt worn covers their buttocks; if this is not the case educators may be requested to wear a skirt or shorts over the top to ensure sufficient coverage.

Where educators are required to attend special events, conferences, courses or seminars the service uniform requirements still apply unless specifically directed by the Coordinator or Approved Provider.

Educators will be provided with a service name badge which must be worn at all times whilst on duty at the service. Name badges must be kept clean and should be worn so that they are clearly visible.

In some circumstances it may not be practicable for educators or other staff to wear the service uniform such as during pregnancy or for religious requirements. In such cases, educators and other staff should comply with the general presentation requirements and seek approval from the Coordinator or Approved Provider.

If the Coordinator determines that the educator's dress or appearance does not comply with this policy, a determination will be made as to whether the educator is allowed to remain at work or must leave work to change his/her dress. In any circumstance that an educator is requested to return home and change, the Coordinator will ensure that the educator/child ratios are maintained.

Educators who leave the employment of the service will be required to return all service uniform shirts in a clean and laundered state. Old or unwanted uniform items should not be given to charities, other people or organisations but should be returned to the coordinator for disposal.

Personal Protection Clothing

We will ensure that uniform shirts supplied comply with recommended Sun smart guidelines and include a collar and mid-length sleeve.

In order to comply with the Sun smart Policy of the service, educators and other staff will be required to wear a broad-brimmed hat when outdoors. Educators will be responsible for supplying their own broad-brimmed hat if they do not have a centre hat and ensuring it is at the service when required.

Educators will be required to wear enclosed and protective footwear at all times. The standard requirement will be a sandshoe or jogger however; consideration may be given to other types of footwear provided that it encloses the foot and is not a strap-on type of footwear. All footwear must meet the work, health and safety requirements of the service and be conducive to active participation with the children.

Personal Safety

Educators or other staff with long hair are required to secure their hair and tie it back when working with the children and/or handling and preparing food.

Work, health and safety requirements must be considered when determining if excessive jewellery, body piercings and/or other accessories worn by educators are appropriate when working with children. Educators will be encouraged to:

- Wear small sleeper or stud type earrings; and
- Minimise the wearing of large or protruding rings; and
- Minimise the wearing of long, dangly necklaces; and
- Minimise the amount of jewellery worn when working with the children.

To ensure their safety and that of the children and colleagues, educators are requested to maintain their fingernails at a safe and workable length and to minimise any nail decorations and/or embellishments.

Personal Appearance

Educators are expected to maintain a high standard of personal care, ensuring that there:

- Hair is clean and tidy;
- Personal hygiene includes deodorant and/or antiperspirant;
- Choice of clothing is laundered and kept in good repair.

The service acknowledges the educators right to individual cultural and creative expression through piercings (facial, tongue or body) and/or tattoos however, there is an expectation for educators to ensure that:

- All piercings comply with the service's work, health and safety requirements; and
- Tattoos visible to children and families are non-offensive.

References

Work Health and Safety Act 2011 and Regulations 2011

Relevant Industrial Agreement

Tablelands Regional Council. (2014, December). Staff Uniform and Presentation Policy.

University of Wollongong. (2014, February). Educator Dress code Policy.

Relevant Policies: Role and Expectations of Educators, Recruitment and Employment of Educators, Volunteers, Employee and Volunteer Grievance, Code of Conduct, Employee Orientation and Induction

Educator Interactions with Families – Professional Boundaries

We acknowledge that throughout the course of providing education and care to children, educators develop trusting and supportive relationships with families. These relationships have been known to extend beyond the professional boundaries of the service. This policy outlines the procedure for managing the connection between professional boundaries and personal relationships to ensure the safety and wellbeing of all stakeholders.

Procedures

Educators who are personally friendly or are in existing relationships with family members of children who attend the service (such as brother, sister, aunt, uncle, etc.) shall declare such relationships to the Coordinator so that professional boundaries and expectations can be clarified.

On occasion, educators may be requested by families to attend personal events (such as birthday parties) or to provide services for their children such as babysitting. To this end, the following protocols shall apply:

- Any employee/employer arrangements made between an educator and the family shall be completely independent of the relationship between the service and the employee.
- The conduct of the educator is not guaranteed by the service for any work conducted outside of the service. This includes references to suitability checks and employment history.
- Educators will be cautioned about taxation and income declaration implications should the engagement of services involve payment.

Educators engaged by families to provide private child care services outside the service operating hours will be encouraged to maintain ethical practices and standards including:

- Maintaining confidentiality, respect and the families right to privacy; and
- Demonstrating behaviour that enriches the provision of care and advances the OSHC profession

References

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

Family and Child Commission Act 2014

Child Protection Act 1999 and Regulations 2000

Duty of Care

Code of Conduct

Relevant Policies: Role and Expectations of Educators, Recruitment and Employment of Educators, Employee Code of Conduct, Employee Orientation and Induction, Employee Online Social Networking, Communication with Families

Employee Remuneration and Entitlements

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

Procedures

Award compliance

A current copy of the relevant award shall be available at the service in both the staff room and the P&C office. All minimum conditions prescribed under the award shall be complied with.

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

Negotiated above award conditions

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

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

Remuneration of the Responsible Person

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

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

Entitlements and allowances management

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

Kickbacks and Rewards Programs

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

References

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

- *Family and Child Commission Act 2014*

- *Relevant Awards including:*

- o *Children's Services Award 2010*

- o *Parents and Citizens Associations Award - State 2016*

- o *Education Services (Schools) General Staff Award 2010*

Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011

- *Policies: 8.1 - Role and Expectations of Educators, 8.3 - Recruitment and Employment of Educators, 8.18 - Employee Retention Policy, 10.1 - Quality Compliance, 10.6 - Service Supervisor Certificate Policy, 10.5 - Approval Requirements under Legislation, 10.9 - Information Handling (Privacy and Confidentiality).*

Employees Working from Home

On occasions, employees may be provided with the opportunity to complete administrative, clerical or computer-based work from their own home. The provision of this flexibility will be at the discretion of the Approved Provider. Employees offered work from home duties must complete a relevant assessment to ensure the work environment and practices support the health and safety of the employee.

The employee will be supervised remotely by their manager, and this could include zoom, emails or phone calls to update on progress and report any critical information. The employer recognises their duty to ensure all workers, including those working from home are protected from harm as so far as reasonably practicable.

Where the employee cannot fulfil the requirements to work from home safely or productively, the opportunity will be withdrawn.

Procedures

Steps to consider before allowing work to be conducted at home:

- Is it appropriate for the worker to work from home?
- Have risks been identified? Have suitable control measures been adopted to address these risks?
- Does the worker understand the policies and safe operating practices?
- Does the worker have adequate equipment and resources to work from home without risk to health?

Only if the Approved Provider is satisfied all conditions have been met will the employee be provided with approval to work from home.

Managing Electrical Risks

All electrical appliances (computers, printers etc.) have a risk of causing injury. The Approved Provider may not have the capacity to provide devices for each employee. Therefore, employees will have an opportunity to use their personal device for some aspects of their work.

When using devices for work, the employee is to reduce the risk of electric shock by ensuring their equipment is in good repair and working order. The home will need to have an electrical safety switch (RCD) installed. These have been compulsory in Qld since 1992. Power boards must not be overloaded with double adapters or (an) additional power board/s.

Ergonomic Risks

Poor posture and repetitive movements can cause soft tissue injuries. Employees must take a proactive approach to ensure they are well positioned while completing clerical/administrative duties. The employee needs to ensure the workstation is designed in a way that supports employees to be protected from physical injury. Employees should have:

Chair and desk

- Feet on the floor or footrest
- Back supported
- Arms, neck and shoulders should be in a comfortable position

Keyboard and mouse

- Be positioned in front of the worker so that their wrists can be kept in a neutral position
- Remain relatively stable during operation

Monitor

- Placed directly in front of the worker and positioned approximately an arm's length away
- Worker's eye level should fall within the top third of the screen when the worker is looking straight ahead
- The screen should be placed in a location that reduces glare

Emergency Supports

The employee must have adequate access to medical and emergency assistance, such as a fire or medical incident. This should include:

- First aid kit
- Smoke alarm
- Emergency fire equipment (extinguisher or blanket)
- Clear and unobstructed exits
- Communication equipment (including phone numbers/details)

Work Practices

Workers should:

- take regular breaks to reduce fatigue (i.e. standing at least every hour)
- understand manual handling techniques
- have support available to manage stress (can contact manager)

Employees working from home will be able to address any safety issues with their manager or the Approved Provider at any time. Employees must continue to monitor for safety issues and report these immediately to their manager for resolution.

While working from home, Samford State School OSHC's policies and procedures will apply. Employees must ensure their conduct is consistent with the expectation of the service while working from home.

References

- *Work Health and Safety Act 2011*
 - *National Quality Standard, Quality Areas:
Policies - 4 - Staffing arrangements, 7 - Governance and leadership, 6.3 Workplace Health and Safety, 8.9 Code of Conduct, 8.17 Fit for Work, 10.8 Information Handling (Privacy and Confidentiality), 10.9 Risk Management and Minimisation*
- Auxiliary Documentation*
- *Working from Home WHS Checklist*

Transition from Casual Employment Engagement

The Approved Provider recognises its employees, particularly casual educators, may seek to have increased stability of their employment. Likewise, OSHC appreciates the corresponding advantages to the continuity of care and impact on employee wellbeing as a result of a more routine and ongoing employment arrangement.

All requests made to the Approved Provider will be considered on their individual merits and be based on reasonable business needs. The Approved Provider will undertake a fair assessment, balancing employee's wishes and the OSHC business needs when deciding on the feasibility of a transition application.

Procedures

Request to Transition from Casual

1. A casual employee seeking to transition to a part or full-time engagement must make their request in writing (email) to the Approved Provider.
2. The Nominated Supervisor should, without prejudice, support casual employees to submit their request to the Approved Provider for determination.
3. Requests by the employee should include the following details:
 - a. Type of engagement the employee is seeking (part or full-time).
 - b. Where the request is for part-time, the number of hours per week the employee is seeking.
 - c. The reason for the request.

Decision-Making

1. The Approved Provider will acknowledge receipt of the employee's request and communicate potential timeframes for decision-making. The Approved Provider should, unless the circumstance does not permit, decide within 21 days (consistent with flexible work arrangement requests).
2. The Approved Provider in considering the request will assess both merit and feasibility including:
 - a. The length of employment.
 - b. Level of qualification.
 - c. Employee's performance, conduct, and work history.
 - d. Financial impact and sustainability.
 - e. Impact on rostering and staffing composition.
3. The Approved Provider may:
 - a. grant the request
 - i. in full;
 - ii. in part (offering a fixed-term contract or fewer hours than requested); or

- iii. subject to condition (such as a change in responsibilities).
 - b. refuse the request (only on reasonable grounds).
4. The Approved Provider will give the employee written notice of the decision including the reasons for the decision, where relevant.

Offer to Transition from Casual

1. The Approved Provider recognises an obligation to assess and offer a transition from casual to permanent employment where there is capacity to accommodate ongoing stability.
2. The Approved Provider is committed to review the capacity for permanency where there has been regular and systematic employment of the educator's demonstrated sound performance.
3. The Approved Provider is committed to consultation around any significant workplace changes and will communicate relevant considerations - gathering employee's perspectives in making employment decisions regarding current employees.
4. Casual employees will not be compelled towards accepting a permanent role. However, they may be asked to confirm their preferred engagement as being casual, if they choose to continue their employment under these terms.

Conflicts of Interest

Where a conflict exists between the Approved Provider and the employee, in relation to a request detailed in Policy 8.24, then the relevant procedures in Policy 8.3 *Recruitment and Employment of Educators* will be followed.

References

Relevant Laws and other Provisions

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

Fair work Act 2009 (Cth) industrial relations Act 2016 (Qld)

Anti-Discrimination Act 1991 (Qld)

National Quality Standard, Quality Areas: 4 - Staffing arrangements; and 7 - Governance and leadership

Related Policies

8.3 Recruitment and Employment of Educators

Working with Children Check (Blue Card) Management

We will ensure individuals associated with the operations and working directly with children hold a positive notice (or exemption) Blue Card (Working with Children Check). We will maintain records to ensure the probity of all relevant persons and compliance with statutory obligations.

Procedures

Positive Notice Requirements for Employees, Volunteers and Governance

All employees, volunteers and executive members (Approved Provider members) of management must hold a current and valid Positive Notice for Child Related Employment Blue Card before starting any engagement.

As of 31 August 2020, prospective paid employees will not be engaged to work at the service without being in receipt of a current blue card. Evidence of a valid card must be submitted to the service before being engaged in any employment.

Linking Blue Cards to the Organisation

All individuals requiring a Blue Card will be linked to the organisation. Once set-up with an Organisation Portal, the Approved Provider or Nominated Supervisor will be able to link an employee to the organisation. This must be done prior to starting at the service.

The Approved Provider will be responsible for allowing and managing Organisation Portal Access.

Blue Card Register

A blue card register will be maintained at Samford OSHC containing the copies of blue cards of all employees, volunteers and executive members of management. The register will be referred to by the Nominated Supervisor/Administrator on a regular basis to track expiry dates.

Renewal Monitoring

The Nominated Supervisor will confirm the upcoming Blue Card expiries on the first day of each month. By using either the Organisation Portal or phoning Blue Card Services (1800 113 611) all Blue Card with expiries within the next 8 weeks will have the renewal status confirmed. As long as an individual submits their renewal application before their current card expires, they will be able to continue in their relevant role.

Exiting Employees and Volunteers

The Nominated Supervisor (or where relevant, the Approved Provider) will notify Blue Card Services when a person leaves their engagement with the service via the Organisational Portal (or other appropriate means in the absence of portal access).

References

Relevant Laws and other Provisions

Working with Children (Risk Management and screening) Act 2000

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

A new tax system (Family Assistance) Act 1999

Australian Government Child Care Provider Handbook

National Quality Standard, Quality Areas: 1 - Educational program and practice; 2 - Children's health and safety; 3 - Physical environment; 4 - Staffing arrangements; 5 - Relationships with children; 6 - Collaborative partnerships with families and communities; and 7 - Governance and leadership.

Related Policies

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

8.3 Recruitment and Employment of Educators

8.5 Volunteers

10.1 Managing compliance with the National Quality Framework (NQF)

10.32 Appropriate Governance

The page features a decorative background of green watercolor washes at the top and bottom. The central text is written in a black, cursive script. The text reads: Section 9
Parent,
Family and
Community
relationships.

Section 9
Parent,
Family and
Community
relationships

Access

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

Procedures

Samford OSHC and its employees will promote equality, cultural diversity and will be actively encouraged to understand individual children's backgrounds and provide opportunities and sensitivity to their needs.

To enable children with special/additional needs to attend, the service will facilitate access to inclusion and support assistance as necessary. To enable children to participate in the range of activities at our service, the Coordinator will invite and encourage all parents/guardians and their child/children to meet with educators regularly to review and evaluate how we are meeting the needs of the particular child.

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

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

- Priority 1 - A child at risk of serious abuse or neglect
- Priority 2 - A child of a single parent who satisfies, or of parents who both satisfy, the work, training, study test under section 14 of the A New Tax System (Family Assistance) Act 1999
- Priority 3 - Any other child

Within these main category's priority should also be given to the following children:

- Children in Aboriginal and Torres Strait Islander families
- Children in families which include a disabled person
- Children in families which include an individual whose adjusted taxable income does not exceed the lower income threshold Children in families from a non-English speaking background
- Children in socially isolated families

- Children of single parents.

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

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

References

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

Australian Government Department of Education Children's Services Handbook

Duty of Care

Relevant Policies: Inclusive Practices, Enrolment, Communication with Families.

Enrolment

We acknowledge the need to ensure accurate and relevant information relating to the specific needs of each child is available and use effective enrolment procedures to obtain such information and to impart appropriate information to families.

Procedures

Types of bookings available:

Permanent bookings - a permanent booking is a booking that occurs on a regular basis each week or fortnight for an ongoing period. Permanent bookings reserve an ongoing spot for your child and allow our service to staff appropriately and therefore attract a discounted fee. Once a permanent booking is processed, it cannot be cancelled without 5 full business days written notice.

Permanent bookings may be requested on a weekly or fortnightly basis. Weekly bookings reserve the same sessions each week. Fortnightly bookings reflect a 2-week cycle of bookings on a continuous rotation. You must clearly and accurately identify your fortnightly needs on your enrolment form - please note that we may not be able to immediately accommodate corrections if you detail your booking needs in the wrong weekly cycle.

Permanent bookings may not be cancelled for longer than 3 weeks, unless advised in advance to OSHC for instances such as holidays. Individual sessions that are part of a permanent booking should not be cancelled continuously as this violates the premise of a 'permanent booking.' Any family found to be manipulating the permanent bookings process may have their permanent bookings cancelled and will then be required to utilise casual bookings. Parents or caregivers may apply for special consideration to the P&C President or Vice President (OSHC), who will decide whether their application matches the intent of the service. Examples of this will be considered and include (but are not limited to) shift workers, care providers, "fly in fly out" workers and employees in the medical profession.

Casual bookings - a casual booking is offered for families who need occasional care or have an irregular pattern of usage. Casual bookings can be requested in writing via email or through use of the Xplor app. Once a casual booking is processed, it cannot be cancelled without 5 full business days written notice.

Families wishing to enrol their child/ren with our service will be provided with a family welcome pack, including but not limited to:

- Child enrolment form
- Family handbook
- Service rules and behaviour expectations

Enrolment at our OSHC for children over pre-school age is available from the beginning of the calendar year in which they will attend school. Families may need to provide documentation relating to proof of age prior to enrolment being accepted.

Samford OSHC will continue with existing permanent enrolments into the next year. In November, every family will be issued with a change of day/personal details form, which must be completed and returned to the service. Any requests for alterations to days may place you on a waiting list as per policy.

Normal cancellation notice periods and fees will apply should we not receive this information in time - see bookings and cancellation policy section 2.

All new enrolments will only be allocated in the spaces made available by cancellations of bookings, e.g. grade six children leaving, children leaving the school, etc. These spaces will then be allocated in the following order:

- priority of access
- Siblings of children with existing bookings, for the days currently booked only
- New preps until 10% of our overall numbers have been allocated to the prep group
- Existing families requesting additional days
- Brand new families with children older than prep

Strictly for the purposes of enabling us to fulfil our Duty of Care responsibilities to the child and comply with these policies and procedures, the following information in relation to children is requested from all families through our enrolment form:

- Personal details (name, address, and date of birth)
- Name, home and work address and phone numbers of parent/guardian
- Name, address, phone number and relationship to child of persons (authorised nominee) who may be contacted for emergency collection
- Other persons nominated with authority to collect the child from care
- Parental/guardianship and/or residential details (if any), including copies of relevant court orders
- Relevant health and medical details including food intolerances and medical management plans for children identified with medical conditions (asthma, anaphylaxis, diabetes) and a copy of the child's immunisation history statement
- Name, address and phone number of the child's doctor
- Any special physical, emotional, dietary, religious, cultural or other needs or considerations relating to the child
- Authorisation for the service Coordinator (or nominated educator) to:
 - Provide emergency medical treatment
 - Apply/assist to apply SPF+30 sunscreen
 - Take and/or display children's photographs

The enrolment form will also include the written consent of the parent/guardian signing the form to the use of the information by our service in keeping with the Information Handling Policy and the other Policies and Procedures of the Service from time to time.

We cannot provide our services to a child, and may refuse to do so, if the parent/guardian refuses to give any or all of the above information, as we will not be able to discharge our Duty of Care and other responsibilities to the child without this information.

The child's immunisation history statement should be supplied upon enrolment and updated when required.

All information obtained through the enrolment procedures will be kept in the strictest of confidence and used only for the purposes for which it is obtained.

References

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

*Australian Government Department of Education Children's Services Handbook
Duty of Care*

Relevant Policies: Arrivals and Departures of Children, Inclusive Practices, Use of Photographic and Video Images, Excursions, Extra-curricular Activities, Medication, Sun Safety, Anaphylaxis and Asthma Management, Children of Employees, Access

Communication with Families

We recognise and acknowledge the importance of effective communication with families and strive to encourage their participation to enhance the service provided. Families are welcome to attend Samford OSHC or talk to educators during operation. We encourage families to voice any concerns in a way that will assist us to provide a better service.

Procedures

For new families at the Service, the first point of contact will be either the Coordinator (or in their absence the Assistant Coordinator), who will meet the families and the child, introduce the Service and answer any questions relating to the families and/or child/children's needs.

On enrolment, a Family welcome pack will be provided as part of the Service enrolment package. The information contained in this handbook is based on the Service policies and procedures and should be used as a reference.

Parents/guardians will have access to meet with the Coordinator by appointment, to discuss any issues or concerns with respect to their child/children and/or the Service. Information provided by families relating to their child's/children's participation in the program will be documented and stored as appropriate.

Before entering the premises, all persons will need to be identified by the Coordinator, or other educators. An approved person is a person who has been given permission by the parent/guardian, Coordinator/educators or Approved Provider.

The Coordinator will treat all enquiries and concerns, and the persons making them, seriously and with respect and will endeavour wherever possible to answer questions and provide required information.

Any deficiencies in the Service which are identified through this process, and can be rectified, will be considered by modifying or enhancing these Policies and Procedures, or the program, as appropriate.

The Coordinator may refer families to information relating to appropriate community support and resource agencies that are accessible and available at the parent sign in/notice board area.

Information for parents will also be communicated through:

- Regular newsletters; and/or
- Parent sign in and notice board area; and/or
- Meetings between Coordinator/educators and parents/guardians; and/or

- Notices written by the Coordinator, and approved by the Approved Provider, being given to parents/guardians when there are matters of changed policy and it is important for the changes to be communicated before the next newsletter.

References

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

Privacy Act 1988 and Regulations 2013

Relevant Policies: Arrivals and Departures of Children, Behaviour Support and Management, Exclusion for Behavioural Reasons, Inclusive Practices, Use of Photographic and Video Images, Bookings and Cancellations, Homework, Excursions, Extra-curricular Activities, Escorting Children, Infectious Diseases, Medication, Sun Safety, Anaphylaxis and Asthma Management, Food and Nutrition, Enrolment, Complaints Handling, Fees, Information Handling (Privacy and Confidentiality), Information Technology, Court Orders.

Communication with Community

We recognise and acknowledge the importance of our local community and we seek to act as a responsible neighbour and community member, both in the interests of this community and of enhancing the experience of children as members of the community.

Procedures

The Coordinator is responsible to ensure that the Service holds current contacts and information on relevant community resources, and that educators are made aware of them through regular team meetings and the Educator Handbook.

The welcome pack makes it clear that families have access to information on relevant community resources for their children, and the Coordinator ensures that they are indeed available on request by parents/guardians.

Members of the community will have free access to meet with the Coordinator by appointment (provided that parents and children of the Service are the greater priority), to discuss any issues or concerns with respect to the Service.

The Coordinator will treat all enquiries and concerns, and the people making them, seriously and with respect and will endeavour wherever possible to answer questions and provide required information.

Any deficiencies in the Service which are identified through this process and can be rectified will be taken in to account by modifying or enhancing these Policies and Procedures, or the program, as appropriate.

References

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

Privacy Act 1988 and Regulations 2013

Relevant Policies: Employee Online Social Networking, Complaints Handling, Communication with Families, Community Engagements.

Feedback and Complaints

At Samford OSHC we recognise feedback and complaints can be essential to ensuring a high standard of education and care is provided to children accessing our service as well as the broader community. These mechanisms inform quality improvement practices, promote inclusive access to services required to meet the needs of individuals and uphold the rights of children and families.

We acknowledge the right of children, parents, and others to raise a complaint about any issues that impact the service delivery or the quality of care provided. All individuals will be provided with accessible complaint procedures and information on opportunities to raise a complaint.

Concerns held by stakeholders can range in their level of severity/seriousness. Our policy reflects this, recognising that feedback can be either positive, affirmative communication or alternatively observations about possible suggestions or improvements, whereas complaints are a more serious view that something is unsatisfactory or unacceptable. We are committed to ensuring all claims are handled in a manner consistent with principles of natural justice. Individuals should be free to raise a complaint without fear of retribution or victimisation. The Approved Provider is committed to leading a culture that reflects an openness to address concerns held by stakeholders in a fair and reasonable manner.

The Approved Provider also recognises their duty to comply the Human Rights Act (Qld) 2019 and when relevant follow Departmental policy in handling complaints relating to potential violations of any human right, additionally the Approved Provider recognises duties to comply with Education and Care Services National Regulations 168 (2)(o) and 173(2) b.

Procedures

Children

1. Children should be supported to express and raise concerns freely. Sensitivity may be required to fully understand the Children's perspectives and interests. Educators should demonstrate proactive openness to hear and understand the concerns and feedback raised by children.
2. All issues and concerns expressed by children will result in support and guidance by Educators, who will seek a timely and fair resolution.
3. Educators will communicate resolved and unresolved concerns to the Nominated Supervisor.
4. Where a resolution isn't immediately found, educators will model constructive behaviours and skills by assisting children to define the problem, its cause, discuss options and solutions, assess strategies and arrive at an agreed course of action.
5. Issues of a serious nature will be dealt with by the Nominated Supervisor and/or Approved Provider and in the appropriate forum.

6. Serious concerns raised by children will be communicated to parents at the earliest possible convenience, ensuring this is completed by the Nominated Supervisor or Responsible Person in Charge within 24 hours.
7. Serious concerns reaching the threshold for complaint may require incident reporting and notification to the Regulatory Authority (see 4.5 Incident, Illness, Injury or Trauma policy and 10.33 Managing Notifications).

Parents, Stakeholders and Employees

Parents will be provided with the Feedback and Complaints Policy and Procedure on enrolment. Details will be contained in the OSHC Family Welcome pack and our policy and procedure handbook. Information about the name and position of the person to whom complaints may be directed will be displayed on the notice board in the foyer of J block. This will also include their contact information including telephone number and email address.

Feedback

Parent feedback is welcomed and encouraged. Parents are welcome to communicate their feedback constructively at any point. Where concerns cannot be immediately addressed, the Nominated Supervisor will follow up with the parents for discussion and steps to resolution. The person taking the feedback (Nominated Supervisor, educator etc.) should clarify if the person is indeed expressing feedback or if they would like to raise a complaint for further management and/or resolution.

Complaints Process

1. Parents, stakeholders and employees may raise their complaint either verbally or in writing. Any staff member can receive a complaint. Details of the complaint should be directed to the Nominated Supervisor for initial handling.
2. The Nominated Supervisor will be the preferred contact for initial complaints. However, the complainant will have the ability to raise concerns with the Approved Provider directly.
3. The Approved Provider should be the contact for complaints where:
 - a) The complaint is about the conduct of the Coordinator;
 - b) The complainant is not comfortable to take the complaint to the Coordinator;
 - c) The complainant is not satisfied with the Coordinator's handling of the complaint;
 - d) The complaint is about a matter of Management and Administration Policy.
4. Any complaints relating to misconduct of a staff member will be handled in accordance with relevant underperformance or misconduct procedures.
5. All complaints raised are to be documented on the 'Complaints Record' and recorded in the 'Complaints Register'. These records are stored in accordance with our information handling policy - securely, maintaining privacy and confidentiality through password protection.

6. The Nominated Supervisor will notify the Approved Provider of any complaints. The Approved Provider and Nominated Supervisor will discuss and plan who is most suitable to fulfil the role of complaint handler. They should be free from bias, impartial, have the capacity to manage the complexity and conflict, and be suitable within the criteria listed above (item 3). Where a complaint relates to the possible violation or restriction on a human right, the Approved Provider will report the details to the Principal for handling. Where the complaint is referred for Departmental handling, the service will be directed by Departmental representatives before proceeding further.
7. Matters of a complaint relating to compliance with the Education and Care Services National Law and/or Regulations or the quality of care provided are required to be notified to the Regulatory Authority. If in doubt, a representative should refer to the Regulatory Authority for further guidance and/or assistance.
8. Where the nature of the alleged complaint is suitable to be managed by the Approved Provider (internally), the complaint handler will contact the complainant to discuss (within 48 hours), seeking to identify:
 - a) the nature and details of the complaint
 - b) the resolution sought
9. Where a resolution can be easily addressed, the complaint handler will collaborate an action plan with the complainant and confirm the resolved status of the complaint. These items will be documented by the complaint handler and the complaint will be considered finalised.
10. Where resolution is not easily sought due to:
 - a. strong dispute of the nature of the complaint or objection to the allegations,
 - b. the conclusion will benefit from procedural fairness,
 - c. previous resolutions have been unsuccessful, or
 - d. there is a conflict of interest;

The Approved Provider will take steps to either mediate between the relevant parties (if appropriate) or investigate the matter to conclusion.
11. The complaint handler will notify the complainant of the intention to either undertake mediation or investigation. The complaint handler will also outline anticipated timelines of either process with the complainant at this point. All anticipated timelines should be reasonable in the circumstance.
12. The mediation or investigation may be facilitated by the Approved Provider or outsourced to a third-party. Any mediator or investigator appointed should be free from bias, impartial and have the capacity to undertake the task.
13. Where an investigation is undertaken - the investigator will gather relevant information, including statements from the complainant and/or additional information from relevant parties. The investigator's role is limited to establishing the facts based on the evidence at hand and the balance of probability. The investigator will report back to the Approved Provider addressing if they have found the allegation to be either be substantiated or unsubstantiated.

14. The Approved Provider will review the findings of any investigation and provide an outcome to the complainant.
15. All finalised documentation and reports will be stored confidentially (see 10.8 Information Handling (Privacy and Confidentiality)).

References

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

Human Rights Act (Qld) 2019

Australian Government Department of Education Child care Provider Handbook

Privacy Act 1988 and Regulations 2013

Relevant Policies: Employee and Volunteer Grievance, Communication with Families, Communication with Community, Parent Conduct, Information Handling (Privacy and Confidentiality)

Parent and Community Participation

We value the important role that parents, and the community take in the overall development, understanding and awareness of children. For this reason, we will endeavour to encourage parent participation and engage with the local and wider community in mutually beneficial and supportive relationships in an effort to support children's lifelong learning and recreational enrichment.

Procedures

Parents

We will develop and implement strategies and processes that identify:

- Parent skills and interests suitable to the program;
- How such parent involvement will support the overall objectives of the service and in particular program delivery; and
- When such parent skills and interests may be utilised as part of the program.

Parents will be encouraged to participate in OSHC through attendance at meetings and/or service events.

Community

We will develop and implement strategies and processes that identify:

- 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 in particular program delivery; and
- When such Community resources may be able to be utilised throughout the year.

The Coordinator, Management and employees shall identify local and wider community resources, where mutually beneficial and supportive relationships require establishment or enhancement.

Families of the service will be encouraged to suggest suitable and appropriate community venues that may be considered for excursions, incursions etc.

References

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

Public Liability Insurance

Family and Child Commission Act 2014

Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011

Relevant Policies: Excursions, Volunteers, Communication with Families, Communication with Community, Parent Conduct, Risk Management and Compliance

Management of Intoxicated person or Persons under the Influence

The following policy and procedures are written and described without prejudice.

On occasion, nominated and/or certified supervisors of the service may need to exercise duty of care in managing particular situations. These occasions as described by such policy may include those in which it is suspected that children may be released into the care of intoxicated or under the influence persons. All persons considered or expected under the influence of drugs, alcohol or other substance that are under the employ (at the time) of the service shall be referred to the "fit for work" policy and procedure. All persons who are not under the current employ of the service shall be requested to follow the policy and procedure as described.

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

Procedures

The family will maintain the parental responsibility under the relevant acts and provisions to care for their children. In this case the parent will 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 Coordinator or other senior employee reasonably suspect that the relevant parent, guardian or person authorised to collect the child is under the immediate influence of alcohol, drug or other substance, they will:

- Make attempt to discuss concerns with parent, guardian or authorised person;
- If not parent, then make attempt to contact parent to discuss concerns;
- Only release the child if required to by law;
- Call the police if an immediate threat to the welfare and wellbeing of children/and or family exists.

References

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

Duty of Care

Child Protection Act 1999 and Regulations 2000

Family and Child Commission Act 2014

Work Health and Safety Act 2011

Relevant Policies: Safety and Wellbeing of Children, Protecting Children from Harm, Arrivals and Departures of Children, Employee Orientation and Induction, Communication with Families, Parent Conduct.

Parent Conduct

We strive to provide a safe and healthy workplace for employees and a caring and supportive environment for children and families. Our expectations of parent conduct whilst attending our service are clearly explained in the family welcome package and are further supported by this policy.

Procedures

Parents/guardians will be expected to communicate appropriately with all educators whilst dropping off or collecting their children, or other children as permitted to and from the service.

Appropriate communication shall include, but not be limited to:

- Appropriate Language; and
- Calm and considerate tone.

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

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

The Police may be notified if Parent conduct within the service is threatening or violent.

References

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

Child Protection Act 1999 and Regulations 2000

Duty of Care

Relevant Policies: Safety and Wellbeing of Children, Protecting Children from Harm, Arrivals and Departures of Children, Harassment and Lockdown, Employee Orientation and Induction, Communication with Families, Parent and Community Participation, Management of Intoxicated or Persons Under the Influence.

Acceptance and Refusal of Authorisations

We acknowledge the importance of ensuring parents/guardians/authorised nominees are aware of the process for authority to be given and/or refused for children to participate in relevant aspects of the program through the initial enrolment procedure. Such authorisations and/or refusals must be received in writing and will be handled in accordance with the service's Information Handling (Privacy and Confidentiality) Policy.

Procedures

Through our enrolment process, families will have opportunity to give and/or refuse authority for the following (including but not limited to):

- Sharing of information, relevant to the care of their child (e.g. health, wellbeing and/or cultural requirements) amongst educators and/or support workers who are working within the OSHC program;
- Provision of emergency medical treatment including obtaining any medical, hospital and/or ambulance service in the case of an accident or emergency involving their child;
- OSHC educators to liaise with other health/medical professionals in relation to the care of their child;
- OSHC educators to assist their child to apply a SPF 30+ sunscreen prior to outdoor activities;
- OSHC educators to take photos of their child to record important events and special activities as part of the program.

Parent authority, in writing, will be required before any child will be allowed to leave the approved area of the service. This includes (but is not limited to):

- Excursions
- Extra-curricular activities
- Regular Outings

Verbal authorisations will be accepted by us however the following procedure will be implemented:

- Confirm the identity of the person providing the authorisation;
- Ensure the person is an authorised person on the child's enrolment form;
- Document the nature of the authorisation being sought/given.

The OSHC coordinator may exercise the right of refusal if written or verbal authorisations do not comply with this policy or the necessary regulatory requirements.

We will waive compliance with this policy where a child requires emergency medical treatment for conditions such as anaphylaxis or asthma. We can administer medication without authorisation in these cases, provided they contact the parent/guardian as soon as practicable after the medication has been administered.

The procedure for parents/guardians/authorised nominees to give and/or refuse authority for children's participation is contained within the relevant policies of this service. Parents / guardians are responsible for and have the right at any time, to change authorisations given to us in relation to their child and their child's participation in the program. This may be done through completion of an updated enrolment form or other written authorisation.

References

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

Family and Child Commission Act 2014

Privacy Act 1988 and Regulations 2013

Duty of Care

Relevant Policies: Arrivals and Departures of Children, Inclusive Practices, Use of Photographic and Video Images, Bookings and Cancellations, Children's Belongings and Property, Program and Documentation Evaluation, Homework, Excursions, Educational Program Planning, Extra-Curricular Activities, Escorting Children, Water Safety, Cooking with Children, Medication,- Sun Safety, Anaphylaxis and Asthma Management, Emergency Health and Medical Procedure Management, Food and Nutrition, Enrolment, Communication with Families, 9.5 - Complaints Handling, Fees, Information Handling (Privacy and Confidentiality), Risk Management and Compliance, Managing Compliance within the Service, Court Orders

Visitors

We seek to provide an open and friendly environment, which values and actively encourages visitors. At the same time, we recognise our duty of care to provide a safe environment for children, families and staff and we recognise our responsibility to protect and preserve our resources.

Visitors are defined as all people other than:

- Staff members;
- Children enrolled and attending the service;
- Parents/guardians involved in the task of delivering or collecting children from the Service.

Procedures

We will establish protocols and procedures that effectively monitor and manage visitors, whilst attending OSHC.

All visitors must report to the OSHC office on arrival and sign the Visitors Register. They will be required to display a 'visitors' badge at all times whilst at OSHC and will be advised of any Safety Policies and Procedures that may be relevant to the purpose and/or time of their visit. Visitors to OSHC will be expected to comply with all relevant work, health and safety requirements of Samford OSHC including appropriate clothing and/or footwear.

All visitors will be accompanied or supervised by a staff member during their time here.

Any unescorted persons found on the premises will be asked by the staff member who observes them if they require assistance and will then direct the person back to the OSHC office. If the unescorted person becomes hostile, procedures as per the Service's Harassment and Lockdown Policy may be enacted.

All non-public access areas shall be marked by clear signage and/or entry shall be restricted by locked doors.

Our emergency management procedures will ensure that any visitors at OSHC at the time of any emergency or practice drill are recognised and appropriately catered for.

Visitors to OSHC will not be privy to information of a confidential nature unless they have authority by law or written permission has been previously obtained from the family or staff member.

References

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

Child Protection Act 1999 and Regulations 2000

Privacy Act 1988 and Regulations 2013

Work Health and Safety Act 2011 and Regulations 2011

Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011



Section 10
- Management
and
Administration

Managing Compliance with the National Quality Framework (NQF)

As an education and care service, we strive to meet the National Quality Standard for Early Childhood Education and Care and School Age Care and the requirements for Approved Providers and Nominated Supervisors under the *Education and Care Services National Law Act, 2010 and Regulations 2011* in such a way as to best fulfil our responsibilities to educate and care for children and to carry out the agreed policies and procedures at Samford OSHC.

Procedures

We have developed, and will regularly review and update written policies for conduct of the Service (including at least the matters required by the Education and Care Services National Regulation 2011 and the National Quality Standard).

The Approved Provider appoints the Nominated Supervisor to be responsible for day to day compliance with the NQF through:

- Establishing systems and processes to ensure compliance with the NQF;
- Providing ongoing training to all service employees on compliance with the NQF; Check for, record and act on any non-compliances by the Service or its employees with this Quality Compliance Policy or any Quality Areas; and
- To monitor changes in the *Education and Care National Law Act, 2010 and Regulations 2011* and the National Quality Standards (or any specific quality elements) which may affect, or require a change to, any of the Policies and Procedures.
- The Nominated Supervisor is to report on all NQF compliance matters to the Approved Provider. Our Philosophy, stated as part of our Policies and Procedures, reflects the National Quality Framework compliance as a minimum and truthfully reflects the values promoted by the Approved Provider and the Coordinator.

Educators are an important part of our Service and:

- Are consulted as appropriate in the development and modification of all Policies and Procedures;
- Are provided with an up-to-date Educator Handbook, containing relevant information necessary to enable them to abide by Service Policies and Procedures;
- Agree to adhere to all values, Policies and Procedures, through written terms of employment and role statements, including acceptance that repeated failure to comply may result in termination of employment.

- The Nominated Supervisor in conjunction with the Approved Provider is responsible to conduct regular informal assessments, and formal annual performance reviews, of all employees' adherence to Policies and Procedures and to take immediate appropriate steps to address non-compliances.
- Our Philosophy is displayed on the wall in our main office, in the Educator Handbook, and in the Family Welcome Pack.
- Children and families are an important part of our Service and:
 - Are actively invited to participate in decision-making and Policy development wherever appropriate;
 - Are kept informed of all Policies and Procedures, and their means of communicating with our Service, through regular communications via our newsletter.
- A copy of the Education and Care Services National Law and National Regulations will be made accessible at our service's premises at all times for use by the Approved Provider, Nominated Supervisor, staff members, volunteers and parents of children at the service.

References

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *'My Time, Our Place' Framework for School Age Care in Australia*
- *Relevant Policies: Philosophy, Goals, Reporting Guidelines and Directions Policy for Handling Disclosures and Suspicions of Harm, Educational Program Planning, Educators Best 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.*

Role of Vice President OSHC

Our Vice President defines clearly in writing its own role and communicates with the Approved Provider, parents, the community, educators and other stakeholders to ensure that they effectively fulfil their role.

Procedures

- The Vice President has a written Role Statement and Code of Conduct which will be made available to all interested persons associated with OSHC.
- In addition to anything else provided in the Role Statement from time to time, the Vice President is responsible to ensure that:
 -
 - The philosophy and goals of the service are developed and update as appropriate;
 - The service philosophy and goals are available to all through the Policy and Procedure document, the Educator Handbook and school website;
 - The performance of the Coordinator is monitored and reviewed;
 - The budgeting and planning process for the Service is approved and monitored;
 - They are available to be contacted by families and/or employees regarding grievances and/or complaints.
- We publicise details of the role, operation of the Vice President and the right of parents and community members to stand for election/appointment to this role.
- The Vice President is responsible to monitor the Coordinator and other employees in implementing these policies and procedures. They also evaluate their own performance of their role at least on an annual basis.

References

- *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 to your management committee or board or other governing body.*
- *Family and Child Commission Act 2014*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*
- *Relevant 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.*

Budgeting and Planning

To ensure the effective and efficient management of our service, the Approved Provider and Coordinator will work together to develop effective and responsible budgets and financial guidelines for the ongoing operation of our Service.

Procedures

Budgets will:

- be prepared jointly with the Treasurer of P&C and VP OSHC in consultation with the Coordinator and tabled at the next P&C AGM for approval.
- consider the need for appropriate and adequate employees, facilities, equipment, maintenance and the requirements of our Service Policies and Procedures.
- consider the professional development needs of Educators at our service with a yearly allocation for training relating to their job role.
- be used in the strategic planning process to ensure allowances are made for major items of expenditure such as replacing computers, resources and/or furniture. Budgets will also be used to inform the setting of appropriate fees.

The Approved Provider and Coordinator may seek external expertise to inform budgets using relevant industry standards.

References

- *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 (e.g. directors' duties) to your management committee or board or other governing body. Take expert advice if you are unsure of this.*
- *Relevant Policies: Space and Facilities Requirement, Provision of Resources and Equipment, Recruitment and Employment of Educators, Educator Professional Development and Learning, Fees, Strategic Planning.*

Setting, reviewing and managing fees

We aim to provide a quality service to families at a reasonable price. The Approved Provider will set fees based on the annual budget required for the provision of quality Outside School Hours Care service in keeping with our Philosophy and other goals, Policies and Procedures. Child care subsidy is available to all families who meet eligibility guidelines (including residency, activity and immunisation).

Procedures

Routine bookings will be entitled to a reduced fee, as set by the Approved Provider. A routine booking shall be defined by a regular pattern of attendance throughout each term on one or more occasion per week.

Casual bookings shall attract a higher fee, as set by the Approved Provider, due to the nature of the booking and irregular attendance pattern associated.

Fee payments are due, for all days booked within 5 days of statements being issued. Full fees will be charged if notification of absence from a booked session is not given by the designated cancellation time.

A fee and entitlement statement must be issued by the service to parents receiving Child Care Subsidy as reduced fees as per the Australian Government's Child Care Provider Handbook. This statement must include information on children's actual attendance times, which is intended to help parents understand the relationship between the fees they are charged, the amount of subsidy paid to their child care provider on their behalf, and their out of pocket expenses. Accepted payment methods include direct debit, Eftpos, or credit card payments on xplor pay.

Childcare Subsidy

- The Coordinator will keep parents informed about the availability of Childcare Subsidy (CCS) by:
- Advising all parents of their option to apply for Childcare Subsidy with Centrelink through information provided in the Policy and Procedure Document; and making available information for families in newsletters, and via conversation.
- Families are required to provide all personal information as requested on the enrolment form), to be eligible for reduced fees. Full fees will be payable without the subsidy until the service receives current and correct information from the family such as CRNs and that information has been acknowledged by Centrelink.

- Credit for fees already paid will be made in accordance with the Australian Government's Child Care Service Handbook.
- All CCS records will be kept for 7 years from the last entry on the record in accordance with the Australian Government's Child Care Service Handbook.

Late Fees

The closing time of this Service is 6.15pm. Parents who collect their children after 6.15pm will incur a late fee of \$25.00 per family per 15 minutes and every 15 minutes after.

Overdue Fees

- If there are outstanding fees of over \$50.00, or where no payment has been made in at least 2 weeks:
 - - In the first instance, the administrator will remind the parent verbally and record when the parent has agreed to pay the account.
 - If no payment has been received when agreed, written notification by the Approved Provider will be sent.
 - If no arrangements have been made, the parent will be contacted by the Approved Provider where the terms of payment are discussed, and parents are informed that continued enrolment is dependent on the payment of the fees outstanding.
 - A debt collection agency may be used if payment of fees has not been received.
 - The Approved Provider may, in its discretion, exclude the child temporarily or permanently from further attending OSHC if the parents have not met the requirements as advised to them under the previous paragraph.

Cancellations and Refunds

- Cancellations of bookings will be made in accordance with the Bookings and Cancellations Policy and will incur any relevant fees and charges according to such policy.
- If a family has permanently cancelled care and their account is in credit, they must provide written instructions to the service indicating:
 - If a refund is required and have provided account details for transfer; or
 - A donation of the credit balance to the service.

Fee increases

The Approved Provider will review fees annually and determine an appropriate fee increase as needed in accordance with the policy to ensure the ongoing financial viability and management of the service. Notifications of fee increases will be made in accordance with National Regulation 172 which requires at least 14 days' notice.

References

Australian Government Child Care Service Handbook

- *Relevant Policies: Bookings and Cancellations Policy, Excursions Policy, Enrolment Policy, Communication with Families Policy, Budgeting and Planning Policy, Strategic Planning Policy.*

Approval Requirements under Legislation

As part of our service risk management and compliance obligations, the Approved Provider and the Nominated Supervisor/Coordinator shall be jointly responsible to ensure that our Service complies with the Approval requirements under the *Education and Care Services National Law 2010 and Regulations 2011*.

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.
 - A right to occupy
- As part of the Service Approval process, a Nominated Supervisor for the service must be delegated, in writing and with their consent, to the Regulatory Authority.
- Whilst we aim to provide education and care for school age children, the Approved Provider and the nominated supervisor/Coordinator are jointly responsible to ensure that we will not be operational at any time if some person or body does not hold a current approval in respect of the Service.
- The Approved Provider and the nominated supervisor/Coordinator are jointly responsible to ensure that:
- We comply at all times with the specific conditions of the approval applicable to our Service;

- The approval is renewed (by way of payment of annual fee) and kept current in accordance with the legislation;
- The relevant current Provider Approval and Service Approval is kept on display at our Service whenever the service is provided education and care to children.

References

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Relevant Policies: Quality Compliance, Role and Composition of Management Committee, Supervisor Certificate, Information Handling (Privacy and Confidentiality).*

Nominated Supervisor

Samford State School P and C Association as the approved provider of Samford OSHC, acknowledges its obligation to appoint one or more individuals as Nominated Supervisor/s at our service (National Regulation 24) following a determination of the person/s suitability to act as the responsible person/s in charge of the day to day operations at our service. In the absence of the Nominated Supervisor/s, other educators working at our service deemed suitable to perform the responsible person duties, will also be appointed.

Procedures

Prior to the appointment of one or more individuals to be Nominated Supervisor/s at their OSHC service, the Approved Provider will determine a person/s suitability to be a Nominated Supervisor and to record and keep sufficient information as evidence of this determination.

In determining a person's suitability to act as Nominated Supervisor, the Approved Provider will ensure that the person/s:

- Be 18 years or over;
- Have adequate knowledge and understanding of the provision of education and care to children (qualifications, skills and work experience); and
- Have ability to effectively supervise and manage an education and care service.

In determining a person's suitability to act as Nominated Supervisor, the Approved Provider will have regard to the person/s:

- Compliance history with the National law and other relevant laws (refer to Compliance History Statement)
- Prohibition history (refer to Prohibition Notice Declaration template)
- Candidate references and referee checks

Written consent will be gained from individuals appointed as a Nominated Supervisor. The Nominated Supervisor Consent Form accessed on www.acecqa.gov.au/applications, will be completed and submitted to the Regulatory Authority via the National Quality Agenda IT System (NQA IT System).

When changes occur to Nominated Supervisor appointments at the OSHC service the Regulatory Authority will be notified through the NQA IT System by submitting a Notification of Change to Nominated Supervisor Form (www.acecqa.gov.au/applications) [National Regulation 35].

If uncertainty or concern arises about a candidate's compliance history, the Approved Provider will contact the Regulatory Authority and enquire if the person is subject to a prohibition notice in any state or territory.

If a matter or incident arises affecting the Nominated Supervisor's ability to meet minimum requirements, a reassessment will be made of the person's suitability to be in the position.

The Approved Provider, and the Nominated Supervisor/s, may appoint other educators at the service deemed to have the skill and ability, to act as the responsible person in day to day charge of the service in the absence of the Nominated Supervisor/s. (Refer Policy "Determining the Responsible Person").

Information regarding the appointment of the Nominated Supervisor/s and Responsible Persons in Charge will be documented on the staff record of the service (National Regulation 145 and 146).

References

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

Education and care services national amendment regulations 2017

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

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

Relevant Policies: Role and Expectations of Educators, Recruitment and Employment of Educators, Quality Compliance, Approval Requirements under Legislation, Information Handling (Privacy and Confidentiality), Determining the Responsible Person.

Insuring Risks

We recognise and acknowledge the need for a responsible approach to identifying and managing risks and will endeavour to have adequate insurance protection at all times. Employees, children, parents and Approved Provider members will be protected from the financial repercussion of public liability.

Procedures

- As per the *Education and Care Services National Law 2010* responsibility rests with the Approved Provider to take out and keep current adequate public liability insurance with a minimum cover of \$10 Million building and contents (including loss of cash from premises or in transit) and other insurances*.
- Appropriate cover will be taken to protect management liability for the Approved Provider. The Approved Provider will request advice from an independent broker or insurance adviser so they can assist in determining the context of adequate insurance for our service, all insurance will be purchased through a reputable broker or agent.
- The approved provider will request from either the coordinator and/or P&C administration manager each year to gather such information as necessary to enable the approved provider to make an informed assessment and make decisions on the insurance needs of our Service. The Coordinator and/or P&C administration manager will provide the Insurer with relevant details of activities and excursions undertaken.
- A certificate of currency will be kept on file at OSHC and updated annually.
- The approved provider is responsible to ensure that we have adequate Worker's Compensation Insurance for all staff including volunteers.

Claims

- In the event of a claim being made or a reportable incident, the Coordinator will notify the Approved provider immediately.
- If directed by the approved provider, the Coordinator will notify the Insurance Company, ensuring that the Service follows all directions of the Insurance Company and in the case of material or significant claims, seek legal advice for our service.

References

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Work Health and Safety Act 2011 and Regulations 2011*
- *Associations Incorporation Act, 1981, (Qld) or Corporations Act, 2001 may apply (e.g. directors' duties) to your management committee or board or other governing body. Work Health and Safety Act 2011 and Regulations 2011*
- *Relevant Policies: Quality Compliance Policy, Approval Requirements under Legislation, Risk Management and Compliance Policy*

Information Handling (Privacy and Confidentiality)

In order to protect children and better provide education and care, we obtain and deal with personal and sensitive information relating to families, children and others. We respect the privacy of all individuals and seek only information which we need to protect and care for children and we handle that information with confidentiality, sensitivity and in keeping with legal requirements.

Procedures

- Through this policy the Service complies with the Australian Privacy Principles under the *Privacy Act, 1998 and Regulations 2013*.
- We gather only the information we need in order to provide our service and protect and care for children and educators. Types of information we collect includes (but is not limited to):
 - Personal information on employees such as emergency contact details, qualifications, recognized training and places of previous employment.
 - Personal information for children and families including Centrelink Reference Numbers, names, addresses and contact details for family members, authorised nominees and children's medical details.
- We obtain the written consent of persons for the use of the information by our Service in connection with providing services, delivering the program and complying with its Duty of Care to children, employees and other persons, including those giving the information. We may seek permission to share relevant information as required by law. This is done through the enrolment and other related procedures as new information is received.
- Families should not unnecessarily refuse relevant and appropriate information to be shared which will improve our capacity to meet children's individual needs in the education and care environment.
- We protect the rights of the individual's privacy by ensuring that information collected is stored securely in a locked filing cabinet. Records held by our Service are only to be accessed by persons who need them for a reason for which the person giving the information has consented to it being used or, strictly in the case of emergency, to fulfil our Duty of Care and responsibilities to the children and families.
- All records pertaining to any child incident, illness, injury or trauma will be kept until the child reaches the age of 25.

- The Coordinator will ensure that children's records are reviewed and updated at least twice per year and otherwise immediately after receiving a request from a parent/guardian to update any detail in the child's record.
- We will ensure: -
 - Fair and open information collection practices;
 - Processes and practices that ensure information collected about individuals and families is accurate, complete and current; and
 - Use and accessibility of personal information is limited.
 - Confidentiality will also be considered with the verbal sharing of information between the Approved Provider, Nominated Supervisor and employees of the service. Sensitive information will be on a need to know basis considering the service's Duty of Care.

References

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Privacy Act 1988 and Regulations 2013*
- *Relevant Policies: Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm, Use of Photographic and Video Images, Educational Program Planning, Recruitment and Employment of Educators, Employee Performance Monitoring, Review and Management, Enrolment, Communication with Families, Complaints Handling.*

Risk Management and Compliance

We, like all other enterprises, are subject to a number of risks as well as important legal, regulatory, industry and policy requirements. We are a responsible organisation and seek to demonstrate risk awareness, including by identifying and managing material risks and ensuring compliance as far as reasonably possible with all such requirements.

Procedures

- The Approved Provider will, in conjunction with the Coordinator, take responsibility to develop, maintain and monitor a risk management program appropriate to our Service, including a method of ensuring that we take appropriate steps to comply with:
 - The Policies and Procedures of the Service;
 - Working with Children requirements;
 - Work Health and Safety Practices;
 - Equal Opportunity Employment;
 - Adequate insurance;
 - the Service Approval status applicable to the Service (see Policy 10.5 - Approval Requirements under Legislation) and other relevant laws applicable to the Service;
 - Maintenance of equipment and facilities;
- The Approved Provider, in conjunction with the Coordinator, will develop and manage through its regular meetings, an annual rolling program of reviews of all the Policies and Procedures of our Service, to ensure that they comply with relevant requirements.
- The Coordinator, or his/her delegate, acting as Quality Officer is responsible to monitor changes in current laws and other regulatory requirements. To do this, the Coordinator will proactively and fully inform her/himself, through subscribing to appropriate information services, industry bodies and attending all relevant and appropriate forums for discussing these issues.
- The Coordinator will inform educators of all such changes and requirements through the educator training program, regular team meetings and/or service communication book.
- High level risks and special events shall be identified from time to time within the program, through consultation with educators, management and other relevant stakeholders. Such events may include but are not limited to excursions and/or incursions.

- The risk management process will be conducted for each of the activities identified as a high risk or special event and shall be conducted prior to the scheduled timeframe for the event or activity.
- All relevant stakeholders shall be informed of how we intend to manage high level and special event risks and appropriate training and support for stakeholders will be made accessible.

Crisis and critical events

- This may include emergency situations such as fire, flood, other natural disasters, external threats, evacuation etc.
- Preventative measures shall be taken to prepare for critical events such as:
- Developing risk management plans for possible emergency situations (e.g. fire, flood). Management plans may include strategies for overnight stays and/or food restrictions;
- Creating a 'storm pack' including a torch and batteries, radio etc.
- The details of the crisis or critical event shall be documented on a service incident report and will include the projected impact on the stakeholders within our service, immediate actions, follow up actions and ongoing actions.
- Immediate actions may include:
- Carrying out plans as per our risk management process;
- Ensuring immediate safety of those involved;
- Administering first aid;
- Reassuring children, families, employees, volunteers and students;
- Seeking assistance from emergency services and management;
- Accompanying children or others to hospital by ambulance when necessary.
- Follow up actions may include:
- Seeking access or referral to, appropriate counselling and critical incident debriefing services to provide support to those affected within the service including children, families, employees and management.
- Observing children's reactions and behaviour;
- Supporting children to appropriately express thoughts and feelings;
- Providing a stable and nurturing environment with familiar routines;
- Supporting employees through team meetings and accessing relief employees to support when appropriate;
- Providing professional support and special leave when needed;
- Supporting families through meetings and written information;
- Managing media attention attracted by newspapers, radio and television through appropriate and effective methods of communication. This may involve nominating

a media contact to manage the communication to ensure consistency of information and reduction in misinformation and speculation.

- Notifying the regulatory provider
- Ongoing actions may include:
- Monitoring and supporting children, families, employees, volunteers and students;
- Evaluating emergency and critical event management plans.

Managing breaches of the Risk Management Strategy

- Risk Management Plans for high risk activities and special events shall be monitored on a regular basis (annually or as required).
-
- Information regarding our risk management strategy will be shared with all relevant stakeholders including employees and families on a regular basis.
- The Approved Provider will have overriding responsibility for overseeing the implementation of the process and for ensuring that any breaches of the service strategy are immediately rectified.

Communication and support

- Information will be made accessible to families, volunteers and employees regarding the policies and procedures in relevant handbooks as well as having access to a full copy of the policies and procedures through the school website.
- Information shall be dispersed to families, volunteers and employees through appropriate newsletters, and other methods of communication.
- Training materials and strategies will be made available and accessible to help employees, volunteers and parents identify and manage risks of harm.

References

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Associations Incorporation Act, 1981, (Qld) or Corporations Act, 2001 may apply (e.g. directors' duties) to your management committee or board or other governing body. Take expert advice if you are unsure of this.*
- *Australian Standard on Risk Management - AS/NZ ISO 31000:2009*
- *Australian Standard on Compliance - AS/NZ 3806-2006*
- *Family and Child Commission Act 2014*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*
- *Work Health and Safety Act 2011 and Regulations 2011*
- *Relevant Policies: Reporting Guidelines and Directions Policy for Handling Disclosures and Suspicions of Harm, Excursions, Transport for Excursions, Food Handling and Storage, Space and Facilities Requirements, Workplace Health and Safety, Emergency Equipment and Facilities, Role and Expectations of Educators, Quality Compliance.*

Managing Compliance within the Service

We recognise that strategies must be in place to ensure ongoing compliance with relevant legislation. This policy is designed to identify the various legislation and government authorities where compliance is required and clear strategies for ensuring the service actively implements and monitors compliance processes.

Procedures

We will actively work towards compliance with:

- Education and Care Services National Law, 2010 and Regulations 2011;
- National Quality Standards for Education and Care Services and School Age Care;
- Family Assistance Law (Child Care Subsidy);
- Family and Child Commission Act 2014
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- Work Health and Safety Legislation;
- Child Protection Legislation.
- Any other legislation that impacts or prescribes how the provision of OSHC should be conducted

Compliance monitoring strategies shall be implemented including:

- Developing compliance checklists for use within our service on a regular basis such as safety checklists;
- Updating the compliance checklists on a regular basis or as new information regarding changes to the implementation of regulations, legislation or standards becomes available;
- Acting on any relevant recommendations or notification to changes in compliance requirements immediately.

Information will be made accessible to families, volunteers and employees regarding our service policies and procedures in relevant handbooks as well as having access to a full copy of our service policies and procedures through the school website and upon request at our service.

Information will be dispersed to families, volunteers and employees through appropriate newsletters, and other methods of communication.

Positive Notice Blue Card Compliance

All employees, volunteers and executive members of management must hold a current and valid positive notice for child related employment working with Children blue card.

Prospective paid employees will not be engaged to work at our service until appropriate application for a blue card has been submitted. Required evidence of such application will be maintained at our service.

A blue card register will be maintained at our service containing copies of blue cards of all employees, volunteers and executive members of management. The register shall be referred to by the Coordinator/Administrator on a regular basis to track expiry dates.

All employees, volunteers and executive members of management holding existing blue cards prior to their involvement with our service will be required to complete appropriate documentation to have their blue card linked to our service.

All employees, volunteers and executive members of management will be provided with information regarding their responsibilities in holding a blue card.

References

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
 - *Duty of Care*
 - *Family and Child Commission Act 2014*
 - *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*
- Australian Government Department of Education Children's Services Handbook*
- Privacy Act 1988 and Regulations 2013*
- *Work Health and Safety Act 2011 and Regulations 2011*
 - *Relevant Policies: Educational Leader Policy, Quality Compliance Policy, Approval Requirements under Legislation Policy, Supervisor Certificate Policy, Insuring Risks Policy, Risk Management and Compliance Policy.*

Approved Provider Code of Conduct

We expect that all members of Approved Provider will conduct themselves in such a way that is professional and in accordance with our philosophy and policies of our service. The Approved Provider members are expected to actively demonstrate a positive attitude towards their role, our service, the employees and our families. We require that all members of the Approved Provider abide by the code of conduct at all times during their interaction with children, families, community members, employees and other members of management.

Procedures

The Approved Provider will be provided with a copy of our service's code of conduct or code of ethics prior to commencing their position.

The Approved Provider will be expected to consistently uphold the agreement during their time with our service.

Breaches to the agreement will be taken seriously which may result in appropriate action in accordance with the grievance policy of the service and/or the organisation's constitution.

References

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Relevant Policies: Role and Composition of Management Committee, Information Handling (Privacy and Confidentiality).*

Information Technology

We acknowledge and recognise the significant impact of information technology on OSHC services and therefore aim 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 our service.

Procedures

Information technology will be considered a valuable learning tool for school age children attending our service and will be included as an appropriate part of the overall program when accessible.

Information technology will include computer equipment, games, internet access and other forms of communication technology including cameras.

Information technology accessible to children such as the internet will be monitored by educators. Approved mechanisms will be put in place to ensure that children who are able to access the internet at our service do not have access to inappropriate sites or information. Children will be educated regarding the safe use of information technologies.

Educators will not be permitted to use personal mobile phone cameras to take photos of children nor will they be permitted to use their personal cameras.

We will 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.

References

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Privacy Act 1988 and Regulations 2013*
- *Duty of Care*
- *Family and Child Commission Act 2014*
- *Child Protection Act 1999 and Regulations 2000*
- *Relevant Policies: Use of Photographic and Video Images, Children's Belongings, Educational Program Planning, Provision of Resources and Equipment, Employee Orientation and Induction, Employee Online Social Networking, Information Handling (Privacy and Confidentiality).*

Procurement and Purchasing

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

Procedures

- When purchasing is carried out within the service, the conduct of purchases will be in line with the following five principles:
 1. Open and effective communication
 2. Value for money
 3. Enhancing the capabilities of local business and industry
 4. Environmental protection
 5. Ethical behaviour and fair dealing
- All requests for purchases outside of approved budget expenditure must be in writing to the Approved Provider of our service. The responsibility for ordering will be with the Coordinator (or Coordinator's delegate) or management representative.
- Ordering and purchasing authority is restricted to the Coordinator, Assistant Coordinator and Educational Leader. Such authority may be transferred should other employees be required to act up in this position, but will be limited to amounts of no greater than \$500. This may include purchasing through petty cash or the appropriate use of service accounts e.g. grocery account.
- 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 are able to be made. Where the total cost of the intended purchase exceeds \$500 for a single item or is over and above the budgeted expense for such items within a 3-month time frame, then further appropriate authority is to be obtained.
- All purchases over \$5,000 shall require three written quotes or research evidence and purchases over \$10,000 shall require three written quotes or research evidence depending on the scope of purchase.
- Management shall ensure that the purchasing policy does not negatively impact on the efficient operations of the service and that all purchase requests are followed up in a timely manner.

- Authorisation for purchases outside of or over budget may be approved in events of emergency where two approved members of approved provider have been contacted and agree to the expense. Documentation of such discussion shall be made and presented at the next Approved Provider meeting.
- All purchases and payments shall be accompanied by a purchase requisition which will include the following information:
 - Date of purchase;
 - Supplier;
 - Persons requesting purchase;
 - Authorisation by two approved members of management;
 - Purchase total.

References

- *Accounting Manual for Parents & Citizens' Associations*
- *Support guide for P&C's*
- *Policies: Provision of Resources and Equipment, Budgeting and Planning, Risk Management and Compliance, Asset Management.*

Record Back Up and Off-Site Information Handling

We acknowledge and recognise that considerable amounts of information pertaining to the daily and historical operations of our 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 our service from losing valuable information therefore it is important to maintain effective storage procedures.

Procedures

The Coordinator (or another relevant person) will be responsible for conducting a regular (minimum fortnightly) backup of the entire computer system. Xplor is web based and is automatically updated by the software provider.

A back-up of the entire service files will be done internally as well as on an appropriate external hard drive.

The backup shall be stored off site.

Storage of computer data will be carried out in accordance with any requirements of the organisation's insurer.

Any data or memory sticks or other computer storage devices purchased by the service will remain the property of the service.

No employee will be permitted to copy files onto personal storage devices or to email information off site other than to an approved off-site data storage company, unless express consent is provided by the employer.

Data storage devices (external drives and back-ups) shall be checked regularly to ensure appropriate functioning.

References

- *Commonwealth Child Care Act 1972 (Child Care Benefit)*
- *Privacy Act 1988 and Regulations 2013*
- *Relevant Policies: Quality Compliance, Information Handling (Privacy and Confidentiality), Information Technology.*

Asset Management

We acknowledge and recognise the necessity to maintain a record of the financial and physical assets belonging to our service in order to meet with the requirements of audit, insurance and for future planning.

Procedures

An asset register will be maintained which describes the current property position of our service. The register shall include categories such as:

- Furniture
- Electrical Equipment
- Sporting Equipment
- Utensils and Food Handling
- Arts and Crafts (other than consumables)

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

The details to be contained in the register in respect of purchases will 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 they will be duly recorded in the asset register.

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

References

Accounting Manual for Parents and Citizens' Associations (for P&C managed services)

Support Guide for P&C's (for P&C managed services)

- *Relevant Policies: Provision of Resources and Facilities, Budgeting and Planning, Purchasing.*

Intellectual Property and Copyright

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

- Policies and procedures manuals
- Handbooks
- Operational Documents and Forms

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

Procedures

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

If appropriate the document shall be further marked with the word's 'copyright' or the relevant symbol. The document will also be labelled with the author of such document if considered appropriate.

Employees or other agents engaged by our service to produce written materials will 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 will be used specifically in accordance with the granted authority and permission for purpose.

All written materials shall be marked "Draft" until approved and ratified by the Approved Provider.

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

References

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Copyright Act 1968*

Relevant Policies: Educational Leader, Quality Compliance

Strategic Planning

We recognise and acknowledge the value of planning strategically to ensure the future and ongoing viability and growth of our service therefore management will review service operations regularly and take a planned approach to the organisation's future.

Procedures

The Approved Provider together with the Nominated Supervisor will meet to strategically review operations and to take a planned approach to the organisations' future.

The strategic plan will include as a minimum, statements and plans for each of the following areas:

- Mission - Why we exist
- Vision - What we aspire to be
- Values - What we believe in
- Strategic Directions - What we want to focus on
- Outcomes/Goals/Objectives - What we want to achieve
- Success Indicators - How we will know we have been successful
- Operations Plan - What we need to do, when, by whom, with what

Management may seek external support and advice in the development of a strategic and operations plan as required.

References

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Accounting Manual for Parents and Citizens' Associations (for P&C managed services)*
- *Support Guide for P&C's (for P&C managed services)*
- *Support Guide for P&C's (for P&C managed services)*
- *Relevant Policies: Provision of Resources and Equipment, Role and Composition of Management Committee, Budgeting and Planning, Purchasing*

Court Orders and the Release of Children in Care

We recognise and acknowledge 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.

Procedures

We will:

- Request that all families provide upon enrolment of their child, certified copies of any legal documents and orders which may impact on the service to implement a duty of care.
- Request that all families, upon changing circumstances within the family unit, update their enrolment and provide certified copies of any parenting plans and court orders which may impact on the service to implement a duty of care.
- Inform all employees of the intent of the parenting orders and/or court orders where it applies to them and impacts on their capacity to manage their own duty of care and that of the service towards the child/ren and family.

Our employees will take a best practice approach to managing the needs of children and families with care and sensitivity and work with families to support them in the provision of care for their children.

Families with children attending OSHC who have custodial or parenting plans in place are responsible for ensuring they comply with set requirements. We will endeavour to release children within the conditions as outlined in the certified documents and/or orders. However, should the safety of other children or educators be at risk, children will be released and the custodial parent and/or police contacted immediately.

Our employees shall respect and maintain the confidential nature of the documents through application of privacy laws.

Information requested by parents relating to a child under a court order or parenting plan will be subject to the conditions as per the court order/parenting plan.

References

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Family and Child Commission Act 2014*
- *Family Law Act 1975*
- *Privacy Act 1988 and Regulations 2013*
- *Child Protection Act 1999 and Regulations 2000*
- *Relevant Policies: Arrivals and Departures of Children, Enrolment, Communication with Families, Parent Conduct, Information Handling (Privacy and Confidentiality).*

Policy Development, Sourcing and Review

We acknowledge the need for ongoing policy development and review. We recognise and acknowledge 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.

Procedures

We will develop policies and procedures which reflect the true nature of our service's operation.

We will ensure that generic policy documents are reviewed and customised to meet the individual and unique circumstance of our service.

Sourcing of policies where possible include reference to expert documentation, resources, guidelines and principles as associated with such policy.

Sourcing of policies from electronic sources including the internet shall include a date in which such source was accessed. Policy sourcing should also take into considerations other provisions such as copyright laws and appropriate referencing styles. Relevant Laws and other Provisions shall be articulated and considered also as policy reference and source points.

Policies will be reviewed annually, or as required.

Policies will be dated at ratification and for review.

The Approved Provider will ensure that parents of children enrolled at the service are notified at least 14 days before any policy or procedure referred to in National Regulation 168 takes effect.

References

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Relevant Policies: Quality Compliance, Approval Requirements under Legislation, Managing Compliance within the Service*

Environmental Responsibility

OSHC take a proactive approach to Environmental Management in order to minimise the impact of its activities on the environment. We demonstrate this through a commitment to developing and implementing practices which support, respect and care for our land and its resources.

Procedures

The Approved Provider, in consultation with Coordinator, will develop and implement practices to minimise the impact of our services experiences on the environment and to promote environmental responsibility. This may include a plan which describes our practices in relation to:

- Water usage
- Energy efficiency
- Waste management
- Use of chemicals
- Air quality
- Care of animals and vegetation;
- Consideration of the local environment

Information will be provided to the Approved Provider, educators, families and the children in regards to issues affecting the way we are dealing with environmental issues.

We will encourage links and networking with families and the community on environmental issues by keeping them informed of what we are doing and being aware of what others can bring to our service.

References

- *Environmental Protection Act 1994, Environmental Protection Regulation 2008*
 - *Work Health and Safety Act 2011 and Regulations 2011*
- Relevant Policies: Educational Program Planning, Educator Best Practices, No Smoking, First Aid Waste Management, Cleaning and Sanitising, Use and Maintenance of Air Conditioning, 8.10 - Employee Orientation and Induction, Communication with Families, Communication with Community, Parent and Community Participation, Quality Compliance*

Service Closures

We acknowledge that there may be times when we are required to close due to planned or unforeseen circumstances. We recognise that effective communication procedures must be in place to ensure all families are notified if closure of our service is expected.

Procedures

We will operate as per the approved and advertised opening hours for each session of care where Child Care Subsidy is claimed unless approval is given by the regulatory authority (Queensland Government Department of Education- Early Childhood Education and Care) and the Australian Government Department of Education.

We will not close early due to children being collected prior to the approved and advertised closing time, unless prior approval has been granted by the regulatory authority (Department of Education- Early Childhood Education and Care) and the Australian Government Department of Education.

Closure of our service may occur in the following instances:

- Extreme weather conditions;
- Emergency situation, such as fire or other external threat;
- Loss of power and/or water.

Determination for closure will be made in consultation with the Approved Provider and/or other emergency services personnel, if relevant.

In the case of closure of our service, the Coordinator will:

- Contact families to collect the children from the service; and
- Ensure the safety of all children and educators involved.
- Notify the regulatory authority and Australian Government via closures.det.qld.gov.au

References

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Australian Government Department of Education Children's Services Handbook Relevant Policies: Communication with Families, Communication with Community.*

Determining the Responsible Person

The Approved Provider must ensure that our service has a responsible person in day to day charge. This policy outlines the process for determining the responsible person.

Procedures

A Responsible Person must be present at all times when the service is educating and caring for children. If the approved provider or nominated supervisor is absent, an appointed Responsible Person will be placed in day-to-day charge can be the responsible person.

The nominated supervisor must meet the requirements/conditions of the *Education and Care Services National Law Act 2010 and Regulations 2011*.

In the absence of the nominated supervisor, the approved provider or nominated supervisor will designate an educator, with their written consent to be placed in the day to day charge of our service. This person must meet the requirements/conditions of the *Education and Care Services National Law 2010 and Regulations 2011* with regard to ensuring suitability and that they are not prohibited under the National Law.

In determining the Responsible Person, the Approved Provider must determine if that person is suitable. This means considering the capacity of this person to ensure children's safety and wellbeing, having regard to their qualifications, skills, knowledge, work-experience and age. This includes the person's:

- Understanding of the *Education and Care Services National Law Act 2010 and Regulations 2011 and compliance*.
- Understanding of other relevant laws and provisions such as Child Protection, Grievance Management, Work, Health, Food Handling, etc.
- Capacity to implement emergency and evacuation procedures.
- Ability to attend to parent inquiries (either directly or by referral).
- Capacity to supervise, manage and lead other educators.
- Ability to respond to incidents involving children's health and safety.
- Ability to respond to incidents involving the health and safety of educators, volunteers and family members present at the service.
- Knowledge (extensive) of service policies and procedures including opening/closing procedures.
- Capacity to ensure the safety and wellbeing of all children being educated and cared for while they are the responsible person.
- Ability to effectively make written records of incidents.

- Ability to effectively communicate with children, families, staff, school and relevant authorities.
- Ability to reflect and evaluate their performance as the Responsible Person.
- Ability to understand and articulate practice.

The approved provider will maintain a staff record including the name of the responsible person for each time that children are being educated and cared for.

In accordance with regulatory requirements, a sign stating the name and position of the responsible person in charge must be displayed at all times children are being educated and cared for.

References

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

- *Family and Child Commission Act 2014*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*

Relevant Policies: Role and Expectations of Educators, Recruitment and Employment of Educators, Quality Compliance, Approval Requirements under Legislation, Service Supervisor Certificate Policy, Information Handling (Privacy and Confidentiality).

Managing requests for information

The Approved Provider recognises the importance of making information available to families' particular information regarding children's enrolment, participation and attendance. Information shall be made available to families upon request so long as the request is reasonable, equitable and lawful.

Procedures

Parents/guardians may request information from the Approved Provider with regard to their child/ren's participation and attendance. However, in the instance that there is a court ordered custodial arrangement/parenting order in place, we will ensure any or all information requested is in accordance with such parenting orders. This information may include (but is not limited to):

- The enrolment records;
- Information about the educational program (National Regulation 76);
- Dietary requirements and menus;
- Attendances;
- Fee payments;
- Records of child care subsidies;
- Medical conditions policy (National Regulation 91) and;
- Incident/accident reports;

- Risk assessments (National Regulations 100 and 102)

Sources of information such as those identified may be requested either in person or in writing to Nominated Supervisor of the Approved Provider.

Where this information does not breach confidentiality to any other person it will be provided upon request in the form of a written record or statement.

The Approved Provider will only make access to information of a sensitive nature that is not requested for a general purpose upon written request which details the nature for which the information is being requested and the timeframe in which it is required.

Information requested by parents relating to a child under a court order or parenting plan will be subject to the conditions as per the court order/parenting plan.

When necessary, a legally certified request may be required. Costs associated with the provision of information that is not for a general purpose may be negotiated, particularly if the gathering and collating of those records is comprehensive.

References:

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

Privacy Act 1988 and Regulations 2013

Relevant Policies: Arrivals and Departures of Children, Behaviour support and Management, Exclusion for Behavioural Reasons, Inclusive Practices, Inclusive Practices, Use of Photographic and Video Images, Bookings and Cancellations, Children's Property and Belongings, Educational Program Planning, Program and Documentation Evaluation, Homework, Excursions, , Extra-curricular Activities, Illness and Injury, 4Medication, Anaphylaxis and Asthma Management, Food and Nutrition, Menu Development, Enrolment, Communication with Families, Complaints Handling, Parent and Community Participation, Information Handling (Privacy and Confidentiality), Managing Compliance within the Service.

Privacy

We respect and support the principles of privacy and confidentiality and comply with the Australian Privacy Principles in relation to information gathered and stored by our service. Personal information collected may include family, health or medical information however all information gathered is relevant to ensure quality care is provided to the children and families who use our service.

Procedures

Through the procedures of this policy, we comply with the Australian Privacy Principles (APPs) from the *Privacy Amendment (Enhancing Privacy Protection) Act 2012*.

We aim to manage personal and sensitive information in an open and transparent way, with clear guidelines relating to the collection and storage of personal information.

For the purposes of providing child care and in order to fulfil our duty of care to families and children using our service, the following information is collected from parents/guardians through the enrolment process:

- Full name, address, contact numbers, date of birth and Centrelink reference number for each parent/guardian;
- Full name, address and contact number of emergency contact nominees;
- Family cultural information;
- Children's medical details;
- Children's dietary requirements;

Enrolment forms containing personal information are stored in a secure and confidential storage facility within the OSHC office and online in Xplor. The Coordinator/Approved Provider and Responsible Person will have access to this confidential information however, in order for our service to provide quality care to each child, verbal or written permission will be sought to enable the provision of certain information to be shared amongst the educator team.

Personal and sensitive information may be collected throughout the course of providing care to children.

Family enrolment and other personal information can be accessed for the purposes of correcting information held by our service. Requests must be made to the Coordinator/Approved Provider and will include verification of the right to access such personal information.

Grievances and complaints relating to our handling of personal information must be in writing and will be dealt with as per our Complaints Handling Policy.

Through the family enrolment process, it is understood that personal and private information will be shared with other health and/or medical professionals, if necessary, in order to ensure the health and wellbeing of children attending.

References

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Privacy Act 1988 and Regulations 2013*
- *Relevant Policies: Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm, Use of Photographic and Video Images, Recruitment and Employment of Educators, Employee Performance Monitoring, Review and Management, Enrolment, Communication with Families, Complaints Handling.*

Self-Assessment and Continuous Improvement

We acknowledge and recognise that continuous improvement is an important part of the National Quality Framework and takes a proactive approach to establishing effective processes and systems for evaluating and reviewing current practices and identifying areas and practices for improvement.

Procedures

Self-assessment and continuous improvement is an ongoing process. The approved provider and nominated supervisor will actively work towards developing a culture of self-assessment and continuous improvement in every aspect of our operations.

The Approved Provider and nominated supervisor will be responsible for developing a continuous improvement process which will include regular reviews of the compliance and quality of current service and educator practices.

As part of our overall continuous improvement process, all Standards and elements of the National Quality Standard will be reviewed on a regular basis in order to identify:

- Effectiveness of current practice in delivering quality outcomes for children, families and educators;
- Improvements to current practices, procedures and service routines;
- Changes to be implemented as a result of review.

All Stakeholders (management, educators, families and children) will be encouraged to be involved in our continuous improvement process with ideas and suggestions for practice improvements welcomed.

To comply with regulatory requirements, the Approved Provider will ensure that a Quality Improvement Plan is prepared for the service that:

- Includes the assessment of the quality of practices of the service against the NQS and the National Regulations
- Identifies the areas requiring improvement, goals and the steps to improve; and
- Contains a statement of philosophy for our service.
- Maintains notes with dates of the progress being made.

The Approved Provider will ensure that the service's Quality Improvement Plan is reviewed and revised:

- At least annually; and/or
- When directed by the Regulatory Authority

The Approved Provider will submit our current Quality Improvement Plan to the Regulatory on request.

References:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
 - *'My Time, Our Place' Framework for School Age Care in Australia*
- Relevant Policies: Role and Expectations of Educators, Employee Orientation and Induction, Parent and Community Participation, Quality compliance, Approval Requirements under Legislation, Managing Compliance within the Service.*

Record Keeping and Retention

We acknowledge our duty to document and maintain appropriate employee, family and children records in line with regulatory requirements. This outlines the types of records kept by our service as well as the procedure for secure storage and/or archiving of such records.

Procedures

Records to be kept in relation to the Service

In order to comply with regulatory requirements, we will maintain current policies and procedures, particularly in relation to the following matters:

- Health and safety, including matters relating to:
 - Nutrition, food and beverages, dietary requirements; and
 - Sun protection; and
 - Water safety, including safety during any water-based activities; and
 - The administration of medication and first aid.

- Incident, injury, illness and trauma procedures;
- Dealing with infectious diseases;
- Dealing with medical conditions in children;
- Emergency and evacuation;
- Delivery of children to, and collection of children from our Service;
- Excursions and providing a child safe environment;
- Staffing, including:
 - A code of conduct for staff members; and
 - Determining the responsible person present at our service; and
 - The participation of volunteers and students on practicum placement.

- Interactions with children;
- Enrolment and orientation;
- Governance and management of our Service including confidentiality of records;
- The acceptance and refusal of authorisations;
- Dealing with complaints;
- Payment of fees and provision of a statement of fees charged by our Service.

We will keep a record of any compliance matters, including:

- Details of any amendment of our Service Approval including:
 - The reason stated by the Regulatory Authority for the amendment;
 - The date on which the amendment took, or takes, effect;
 - The date (if any) that the amendment ceases to have effect;
- Details of any suspension of our approval (other than a voluntary suspension), including:
 - The reason stated by the Regulatory Authority for the suspension;
 - The date on which the suspension took, or takes, effect;
 - The date that the suspension ends.
- Details of any compliance direction or compliance notice issued to the approved provider in respect of our service, including:
 - The reason stated by the Regulatory Authority for issuing the direction or notice;
 - The steps specified in the direction or notice;
 - The date by which the steps specified must be taken.

The compliance records must not include any information that identifies any person other than the approved provider.

Records required to be kept in order to comply with requirements of the Child Care Subsidy:

To maintain approval, as providers we must keep certain records and notify the Department of Education and Training of certain events. Failure to keep these records and provide the required notifications can result in suspension or cancellation of provider or service approvals, or other penalties. All providers must keep and maintain the following records:

- complaints made to the provider, or to any of the services of the provider, relating to compliance with the Family Assistance Law
- record of attendance for each child for whom care is provided (regardless of eligibility for Child Care Subsidy and/or Additional Child Care Subsidy, including records of any absences from care)
- statements or documents demonstrating that additional absence days in excess of the initial 42 absence days meet the criteria

- copies of invoices and receipts issued in relation to the payment of child care fees
- copies of all Statements of Entitlement issued and any statements issued to advise of a change of entitlement

Providers must also keep a written record of the following, even if they would not otherwise record them in writing:

- any notice given to a state or territory body about a child at risk of abuse or neglect
- copies of the evidence and information provided with an application for approval about persons with management or control of a provider and persons responsible for the day to day operation of a service
- any evidence or information produced to obtain police checks and working with children checks for personnel and to support any statements about these checks in an application for provider or service approval.

Written records include records that are made and stored electronically, as long as they are stored safely and any changes, apart from incidental changes related to their storage and display, are also recorded.

Providers must keep written records of all required background checks for all specified personnel.

Records must be kept for seven years.

Records required to be kept by the Service in relation to building and environmental safety include (but not limited to):

- Annual Occupiers' Statements;
- Certificate of Building Classification;
- Fire and Evacuation Plan for each building;
- Evacuation Signs and Diagrams for each evacuation route;
- Emergency evacuation/lockdown evaluation records;
- Personal Emergency Evacuation Plan (PEEP) for any individual who cannot use the normal evacuation procedures;
- Maintenance records for all fire safety equipment.

As per regulatory requirements, we must ensure that, for the purposes of the educational program, records of evaluations of children's wellbeing, developmental needs, learning and participation in the program are maintained.

We will keep all records, in compliance with, and as prescribed under other relevant legislation, regulations, local government by-laws and national codes, and as mentioned in specific policies of the Service.

Records to be kept in relation to Educators

For the purposes of this policy, the term educators include (but is not limited to) the educational leader, volunteers, vocational students and responsible persons. Staff records for all educators (including the nominated supervisor) will include:

- Full name, address and date of birth of the person;
- Evidence of any relevant qualifications held by the person; or if applicable, that the person is actively working towards that qualification;
- Evidence of any approved training (including first aid training) completed by the person;
- Clear copy of positive notice for child related employment (Blue Card).

The staff record must include the name of the person designated as the educational leader.

The staff record must include the full name, address and date of birth of each student or volunteer who participates at the service. We must also keep a record for each day on which the student or volunteer participates at the Service, the date and the hours of participation.

The Approved Provider must keep a record of educators working directly with children that includes the following information:

- The name of each educator who works directly with children being educated and cared for by our Service;
- The hours that each educator works directly with children being educated and cared for by the Centre (rosters and timesheets).

We will keep a record of the Responsible Persons who have delegated their authority to be placed in day to day charge of the Service. The staff record will identify the name of the Responsible Person at our Service for each time that children are being educated and cared for by the Service.

The Approved Provider will maintain all employment records and other relevant employee documentation for educators including (but not limited to):

- Timesheets;
- Personal information including next of kin and medical information;
- Employee contracts, letters of employment, etc.;
- Records of any work, health and safety incident or injury.

Records to be kept in relation to children and families

We will ensure that an enrolment record is kept for each child that includes (as a minimum) the following information:

- The full name, gender, date of birth and address of the child;
- The name, address and contact details of:
 - Each known parent of the child;
 - Any person who is to be notified of an emergency involving the child if any parent of the child cannot be immediately contacted;
 - Any person who has been given permission by a parent or family member to collect the child from our Service;
 - Any person who is authorised to consent to medical treatment of, or to authorise administration of medication to, the child;
 - Any person who is authorised to authorise an educator to take the child outside our approved area.
- Clear copies of any court orders, parenting orders or parenting plans relating to the child's residence; to powers, duties, responsibilities or authorities of any person in relation to the child or access to the child; or the child's contact with a parent or other person.
- The language used in the child's home;
- The cultural background of the child;
- Any special considerations for the child, for example any cultural, religious or dietary requirements or additional needs;
- An authorisation, signed by a parent or a person named in the enrolment record as authorised to consent to the medical treatment of the child, for our service to seek:
 - Medical treatment for the child from a registered medical practitioner, hospital or ambulance service;
 - Transportation of the child by an ambulance service.
- If relevant, an authorisation for our Service to take the child on regular outings;
- The child's Medicare number and the name, address and telephone number of the child's registered medical practitioner or medical service;
- Details of any specific healthcare needs of the child, including:
 - Any medical condition;
 - Allergies, including whether the child has been diagnosed as at risk of anaphylaxis;

- Any medical management plan, anaphylaxis medical management plan or risk minimisation plan to be followed with respect to a specific healthcare need, medical condition or allergy;
- Details of any dietary restrictions for the child;
- The immunisation status of the child;

We will ensure that children's attendance records are kept and will include:

- The full name of each child attending;
- The date and time each child arrive and departs;
- A digital record of one of the following persons at the time that the child arrives and departs:
 - The person who delivers the child to the education and care service premises or collects the child from the education and care service premises; or
 - The nominated supervisor or an educator.

We will keep a medical record for all children enrolled at the Service. The records will include:

- The name of the child;
- The authorisation to administer medication (including, if applicable, self-administration), signed by a parent or a person named in the child's enrolment record as authorised to consent to administration of medication;
- The name of the medication to be administered;
- The time and date the medication was last administered;
- The time and date, or the circumstances under which, the medication should be next administered;
- The dosage of the medication to be administered;
- The manner in which the medication is to be administered.

If the medication is administered to the child, or the child self-administers their medication, the record must include:

- The dosage that was administered;
- The manner in which the medication was administered;
- The time and date the medication was administered;
- The name and signature of the educator who administered the medication;
- The name and signature of the educator witness to the dosage and administration.

We must ensure that an incident, injury, trauma and illness record is kept in accordance with regulatory requirements. The incident, injury, trauma and illness record must include:

- Details of any incident in relation to a child or injury received by a child or trauma to which a child has been subjected while in care, including:
 - The name and age of the child; and
 - The circumstances leading to the incident, injury or trauma; and
 - The time and date the incident occurred, the injury was received or the child was subjected to the trauma.

- Details of any illness which becomes apparent while the child was in care including:
 - The name and age of the child;
 - The relevant circumstances surrounding the child becoming ill;
 - The time and date of the apparent onset of the illness.

- Details of the action taken by our service in relation to any incident, injury, trauma or illness which a child has suffered while in care, including:
 - Any medication administered or first aid provided;
 - Any medical personnel contacted;
 - Details of any person who witnessed the incident, injury or trauma;
 - The name of any person the service notified or attempted to notify;
 - The time and date of the notifications or attempted notifications;
 - The name and signature of the person making an entry in the record, and the time and date that the entry was made;

The information above must be recorded as soon as practicable, but not later than 24 hours after the incident, injury or trauma, or the onset of the illness.

Length of time records must be kept

In order to comply with regulatory requirements, we will keep records for the following periods:

- If the record relates to an incident, illness, injury or trauma suffered by a child while being educated and cared for by OSHC, until the child is aged 25 years;

- If the record relates to an incident, illness, injury or trauma suffered by a child that may have occurred following an incident while being educated and cared for by OSHC, until the child is aged 25 years;
- If the record relates to the death of a child while being educated and cared for by OSHC or that may have occurred as a result of an incident while being educated and cared for, until the end of 7 years after the death;
- In the case of any other record relating to a child enrolled at the education and care service, until 3 years after the last date on which the child was educated and cared for by OSHC.
- If the record relates to the approved provider, until the end of 3 years after the last date on which the approved provider operated the education and care service;
- If the record relates to the nominated supervisor or staff member of an education and care service, until the end of 3 years after the last date on which the nominated supervisor or staff member provided education and care on behalf of OSHC;
- In the case of any other record, 3 years after the date on which the record was made.
- Records required to be kept in order to comply with requirements of Child Care Subsidy must be kept for 7 years from the date that record was made.

Confidentiality and storage of records

Documentation collected by our service will be stored in a safe and secure location for the relevant time periods as set out above and only made accessible to relevant and authorised individuals.

If OSHC is transferred to another approved provider under the law, documents relating to a child will not be transferred without the express consent of the child's parents.

We will ensure that information kept in a record is not divulged or communicated through direct or indirect means to another person other than:

- The extent necessary for the education and care or medical treatment of the child to whom the information relates;
- A parent of the child to whom the information relates, except in the case of information kept in a staff record;
- The Regulatory Authority or an authorised officer;
- As expressly authorised, permitted or required to be given by or under any Act or law;
- With the written consent of the person who provided the information.

References

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Child Protection Act 1999 and Regulations 2000
- Privacy Act 1988 and Regulations 2013
- Work Health and Safety Act 2011 and Regulations 2011
- Children's Services Award (State) 2012
- Commonwealth Child Care Act 1972 (Child Care Benefit)
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- Australian Government Child Care Services Handbook
- Relevant Policies: Arrivals and Departures of children, Reporting of Child Abuse, Behaviour Support and Management, Use of Photographic and Video Images, Educational Program Planning, Program and Documentation Evaluation, Excursions, Extra-curricular Activities, Children with Medical Conditions, Work Health and Safety, Drills and Evacuations, Harassment and Lockdowns, Recruitment and Employment of Educators, Educator Professional Development and Learning, employee and volunteer Grievance, Employee Performance Monitoring, Review and Management, Employee Orientation and Induction, Enrolment, Acceptance and Refusal of Authorisations, Quality Compliance, Approval Requirements under Legislation,- Information Handling (Privacy and Confidentiality, Managing Compliance within the Service, Court Orders and the Release of Children in Care, Determining the Responsible Person, Provision of Information, Privacy Policy.

Hardship and Administration of Additional Child Care Subsidy

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

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

There are four different payments under Additional Child Care Subsidy:

1. Additional Child Care Subsidy (child wellbeing) — to help children who are at risk of serious abuse or neglect
2. Additional Child Care Subsidy (grandparent) — to help grandparents on income support who are the principal caregiver of their grandchildren
3. Additional Child Care Subsidy (temporary financial hardship) — to help families experiencing financial hardship
4. Additional Child Care Subsidy (transition to work) — to help low-income families transitioning from income support to work.

Procedures

We will maintain access to a current copy of the Australian Government Child Care Provider Handbook.

Additional Child Care Subsidy

Providers are centrally involved in identifying children who require extra support through Additional Child Care Subsidy (child wellbeing).

Providers are not involved in making applications for the other types of Additional Child Care Subsidy, although they may wish to help families who they think may be eligible by encouraging them to contact Centrelink and apply for additional assistance. Providers will be advised of individuals using their service who are receiving these other payments. An overview of these types of Additional Child Care Subsidy is available in the Australian Government Child Care Provider Handbook.

Additional Child Care Subsidy (child wellbeing) provides additional child care fee assistance to an individual (or provider) in respect of children at risk of serious abuse or neglect. It helps to address cost barriers families may experience, so that children can either enter or remain engaged with child care.

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

- serious physical, emotional or psychological abuse, or
- sexual abuse, or
- domestic or family violence, or
- neglect.

The Minister's Rule sets out in detail the circumstances when a child is taken to be at risk of serious abuse or neglect for the purposes of Additional Child Care Subsidy (child wellbeing).

The definition of 'at risk' includes situations where the child is likely to experience those circumstances in the future (for example, the future risk is 'real and apparent'). This allows families to be eligible for the subsidy at the appropriate earliest point and potentially before they are known to a child protection agency.

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

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

- A. Giving an Additional Child Care Subsidy (child wellbeing) certificate
- B. Additional Child Care Subsidy (child wellbeing) determination.

Services should refer to the Australian Government Child Care Provider Handbook, July 2018 for further information on how to access ACCS.

Other Hardship

On a case by case basis, the Approved Provider may consider written requests for support from the Approved Provider when the hardship does not meet the threshold for ACCS, however under Family Assistance Law the service is unable to waive the gap/parent's co-contribution.

References

Australian Government Child Care Provider Handbook, July 2018
National Quality Standard, Quality Area 7 - Governance and leadership

Conflict of Interest

We are committed to ensuring that business and operational decisions are not negatively impacted by either a perceived or real conflict of interest. In the interests of transparency, accountability and probity, the following guiding principles and procedures for identifying, declaring and dealing with conflicts of interest will be followed by our P and C executives, employees and volunteers. For the purpose of this policy, conflict of interest also includes a potential conflict of interest.

Procedures

How does conflict of interest arise?

A conflict of interest occurs when the private interests of a service executive, employee or volunteer come into conflict with their duty to act in the best interests of the organisation. Conflicts of interest are particularly relevant where the executive, employee or volunteer has a decision-making role.

Conflicts of interest are not wrong in themselves and can happen without anyone being at fault. However, it is vital that they are disclosed and managed effectively to ensure that the service executive, employees and volunteers perform their duties in a fair and unbiased way.

Personal interests that can give rise to conflicts may be pecuniary, involving an actual or potential financial gain, or non-pecuniary without any financial element.

Identifying direct and indirect conflict of interest

A direct interest is a reasonable likelihood that the circumstances of the person (including a company) would be directly altered if a matter is decided in a particular way, including a reasonable likelihood that:

- The person will receive a direct financial benefit or loss; and
- The residential amenity of the person will be directly affected.

The five types of indirect interest include:

1. Close association;
2. Indirect financial interest;
3. Conflicting duty;
4. Receipt of an applicable gift; and

5. Becoming an interested party

Declaring and reporting conflict of interest

It is the responsibility of the P&C executives, employee's or volunteers to make a declaration of the conflict of interest as soon as this becomes known to the person. This declaration should be made to the relevant person in the organisation. All conflicts of interest should be reported to the Approved Provider.

Dealing with resolving conflict of interest

The main ways resolution can be achieved are:

- Restrict;
- Recruit;
- Remove; and/or
- Relinquish

Restricting the person with the conflict in the participation of decision making is an appropriate method where the conflict is not likely to arise frequently.

Recruiting an independent person to oversee all or part of the process is an appropriate method where the conflict is more significant and needs more practice management.

Removing the person with the conflict from the process is appropriate where there is ongoing serious conflict of interest and restriction or recruitment is not practical or feasible.

Relinquishing the private interest that gives rise to the conflict.

A record shall be made of the conflict of interest and how it was resolved.

Ongoing management of conflict of interest

We will manage conflicts of interest by:

- Including information on processes for managing conflicts of interest in documents aimed at external stakeholders as relevant;
- Ensuring employees complete a statement of private interests (such as secondary employment and/or business dealings) on commencement, annually or at another appropriate time;
- Putting processes in place to ensure that statements of interest are updated at regular intervals; and

- Formally recording arrangements for addressing each conflict so that the agency can demonstrate how each conflict of interest was managed.

References

National Quality Standard, Quality Area 7 - Governance and Leadership

<http://www.icac.nsw.gov.au/preventing-corruption/knowning-your-risks/conflicts-of-interest/4897>

http://www.macquarielawyers.com.au/files/How_To_Identify_A_Conflict_Of_Interest.pdf

Managing instances of Non- Compliance and Policy/Procedure breaches within the service

We recognise that strategies must be in place to remedy any breaches and to ensure ongoing compliance with relevant legislation. This policy is designed to identify the various legislation and government authorities where compliance is required and clear strategies for ensuring we actively monitor compliance aspects.

Procedures

We will take immediate action to remedy any non-compliance and policy/procedure breaches identified through:

- Internal compliance monitoring activities (in accordance with Policies 10.1 & 10.10)
- External compliance monitoring activities such as:
 - Spot checks undertaken by the Regulatory Authority
 - External audits

In accordance with Regulation 167, the service will keep a record of its compliance history and make it accessible upon request. The history must include:

- Details of any amendment of the service approval made by the Regulatory Authority under section 55 of the Law;
- Details of any suspension of the service approval (other than voluntary suspension);
- Details of any compliance direction or compliance notice issued to the approved provider in respect of the service.

The information in the service's compliance record must not include any information that identifies any person other than the approved provider.

Policy and Procedure breaches

Any action undertaken by employees, volunteers and management that is inconsistent with service policy and procedure shall be considered a breach.

The action taken to remedy breaches may include:

- Reviewing the policy and procedure and updating as required
- Retraining in the policy and procedure
- Undertaking disciplinary action in accordance with policy 8.19

Policy and procedure breaches resulting in non-compliance with the law will be reported in accordance with policy 10.33 Managing Notifications

Compliance monitoring strategies shall be implemented including:

- Developing compliance checklists for use within the service on a regular basis such as, safety checklists;
- Updating the compliance checklists on a regular basis or as new information regarding changes to the implementation of regulations, legislation or standards becomes available;

- Acting on any relevant recommendations or notification to changes in compliance requirements immediately.

We will keep a record of our compliance history and to make it accessible upon request. The history must include:

- Any amendments to Service Approval made by the Regulatory Authority;
- Details of any suspension of the service approval; and
- Details of any compliance direction or compliance notice issued to the Approved Provider in respect of the service.

Information shall be made accessible to families, volunteers and employees regarding OSHC policies and procedures in relevant handbooks, as well as having access to a digital full copy of the service policies and procedures on the school website. A copy of the Education and Care Services National Law and National Regulations will be made accessible at the service's premises at all times for use by the Nominated Supervisor, staff members, volunteers and parents of children at the service. Information shall be dispersed to families, volunteers and employees through various communication methods.

Positive Notice Blue Card Compliance

All employees (Paid or Exemption), volunteers (Volunteer) and executive members of management (Business Owners) must hold a current and valid Working with Children Check - Blue Card.

Prospective paid employees shall not be engaged to work at the service until appropriate application for a blue card has been made. Required evidence of such application shall be maintained at the service.

A blue card register will be maintained at the service containing copies of blue cards of all employees, volunteers and executive members of management. The register shall be referred to by the coordinator/administrator on a regular basis to track expiry dates.

All employees, volunteers and executive members of management holding existing blue cards prior to their involvement with the service shall be required to complete appropriate documentation to have their engagement with the service recorded.

All employees, volunteers and executive members of management shall be provided with information regarding their responsibilities in holding a blue card.

Any breaches to these obligations will be reported to the Approved Provider and immediate action taken to remedy the breach.

References

- Education and Care Services National Law Act 2010 and Regulations 2011
- Duty of Care
- Family and Child Commission Act 2014
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- Australian Government Department of Education Children's Services Handbook
- Privacy Act 1988 and Regulations 2013
- Work Health and Safety Act 2011 and Regulations 2011

Policies: 8.2 - Educational Leader Policy, 10.1 - Quality Compliance Policy, 10.5 - Approval Requirements under Legislation Policy, 10.6 - Supervisor Certificate Policy, 10.7 - Insuring Risks Policy, 10.9 - Risk Management and Compliance Policy.

Appropriate Governance

The Approved Provider is responsible to ensure that appropriate governance arrangements are in place to guide our decision making ensuring effective oversight for those with management and control of our service.

Governance (as defined by the Australian Institute of Company Directors) includes the management, rules, relationships, policies, systems and processes whereby authority within an organization is exercised and maintained. Simply put, an organisation's governance controls the manner in which its business is organised, managed and operated. Governance defines who makes the decisions what policies or processes are adopted, how risks are managed and how the organization remains financially viable.

Procedures

The Approved Provider will ensure decision making is consistent with the organisation's governance framework (conceptual structure and set of rules) as articulated in our constitution which outlines how we manage and control.

As a P & C operated OSHC, the P & C as the Approved Provider will ensure that decision making is informed by and consistent with the requirements articulated in the relevant laws and provisions, including (but not limited to):

- Queensland Education (General Provisions) Act 2006
- Accounting Manual for Parents and Citizens' Associations
- P & C Qld - Support Guide for P & Cs
- P & C Qld - Quick Guide for P&C Executive Officers
- Education and Care Services National Law Act, 2010 and regulations 2011
- Family Assistance Law

Succession planning and handover

A governance, management and operations handbook will be developed to form an important part of the organisation's succession planning and to support effective handover. This manual will be used to provide information and training during the handover period.

Management Capability

The executive members of the Approved Provider will be required to demonstrate 'Management Capability' as well as fitness and propriety.

Management Capability includes (but is not limited to) the individual's qualifications, knowledge, skills and experience in the areas of:

- Governance

- Human Resource Management
- Legislation and compliance
- Risk management and minimization
- Delivering quality programs and services

Refer also to Policy 10.34 Administration of Child Care Subsidy and Policy 10.10 Managing compliance with other laws and relevant provisions

References

- Education and Care Services National Law Act, 2010 and Regulations 2011
 - Family Assistance Law
 - The organisation or entity's constitution (insert specific details as required)
 - Policy 10.2 Role and Composition of Sub-Committee/Parent Advisory Group
 - National Quality Standard, Quality Area 7 - Governance and leadership
- Specific provisions for P & C operated OSHC services:
- Queensland Education (General Provisions) Act 2006
 - Accounting Manual for Parents and Citizens' Associations

Managing Notifications

We recognise that strategies must be in place to ensure notifications are made as required and to the relevant authority. This policy and procedure identify the relevant authorities to which there is an obligation to notify of an event or occurrence within the service.

Procedures

We will make notifications as follows:

The Education and Care Services National Law Act 2010 and Regulations 2011 sets out incidents and allegations that are notifiable to the Regulatory Authority while a child or children are being educated and cared for by the service. These include:

- The death of a child while that child is being educated and cared for at the service or following an incident while that child was being educated and cared for by the service;
- A serious injury or trauma while the child is being educated and cared for, which required urgent medical attention from a medical practitioner; or the child attended, or should have attended a hospital (e.g. broken limb);
- Any incident involving a serious illness at the service, where the child attended, or should have attended a hospital (e.g. severe asthma attack, seizure or anaphylaxis);
- Any circumstance where a child appears to have been taken or removed from the service premises by someone not authorised to do this;
- Any circumstance where a child is mistakenly locked in or out of the service premises or any part of the premises;
- A serious incident where emergency services attended an education and care service in response to an emergency.
- Any incident where you reasonably believe that physical and/or sexual abuse of a child has occurred or is occurring while the child is being educated and cared for by the service;
- Any allegation that sexual or physical abuse of a child has occurred or is occurring while the child is being educated and cared for by the service;
- Any circumstance at the service that poses a significant risk to the health, safety or wellbeing of a child attending the service;
- Notice of any appointment or removal of a person with management and control of the service

- Adding one or more nominated supervisors to the service (including the person's written consent);
- A nominated supervisor change;
- A nominated supervisor's name or contact details change;
- Any change to the hours and days of the operation of the service;
- A complaint that alleges a serious incident has occurred or is occurring while a child is being educated and cared for by a service;
- A complaint that alleges the National Law and/or National Regulations have been contravened;

See also <http://www.acecqa.gov.au/Notification-types-and-timeframes>

The Approved Provider/Nominated Supervisor of the service, under the Education and Care Services National Law Act 2010 will make notifications to the Regulatory Authority through the National Quality Agenda IT System (NQA IT System), or by contacting them.

The Child Protection Act 1999 requires education and care staff as 'mandatory reporters', to notify and make a report to Child Safety if they form a reasonable suspicion that a child has suffered, is suffering or is at an unacceptable risk of suffering significant harm caused by physical or sexual abuse, and may not have a parent able and willing to protect them. (refer Section "Reporting of Child Abuse Policy")

The Work Health and Safety Act 2011 sets out what sort of incidents are notifiable to Work Health and Safety Queensland (WHSQ). An incident is notifiable if it arises out of the conduct of a business or undertaking and results in the death, serious injury or serious illness of a person or involves a dangerous incident.

The person conducting a business of undertaking must keep a record of each notifiable incident for at least five (5) years from the date notified to WHSQ.

The Australian Government require that Providers must notify the Department Education and Training of any of the following changes to their service(s), within the timeframe specified. Penalties may apply if providers fail to make required notifications.

Providers must notify the Department at least 42 days before they stop operating a service.

•Operating Hours

- Vacancies
- Ceasing to operate
- Change of physical or postal address
- Change to name
- Change to contact details such as email, website, telephone number
- Information about any new person
- Change to name or contact details for persons with management and control
- Specific information revealed in background checks
- An event or circumstance indicating a person with management and control not likely to be fit and proper for the purpose of administering CCS
- A person stops having management and control
- The provider enters into administration, receivership, liquidation or bankruptcy, and the details of this event.
- Change in the status of a working with children card for each individual who is required to have such a card under section 195D of the Family Assistance Administration Act 1999.
- Unexpected closure of any of the provider's approved child care services due to unforeseen circumstances.
- A serious conviction or finding of guilt of a person with management or control of the provider (including a person who becomes responsible for the day to day operation of any of the provider's approved child care services)

All of these notifications can be made through third-party software or the Provider Entry Point. Specific details, additional matters for notification and timeframes for notification can be accessed: <https://www.education.gov.au/child-care-provider-handbook/notifications-providers-must-give-about-their-services>

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

References

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Duty of Care
- Child Protection Act 1999 and Regulations 2000
- Child Protection (Mandatory Reporting— Mason's Law) Amendment Act 2016
- Family and Child Commission Act 2014
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- Australian Government Department of Education Children's Services Handbook
- Privacy Act 1988 and Regulations 2013
- Work Health and Safety Act 2011 and Regulations 2011
- Policies: 8.2 - Educational Leader Policy, 10.1 - Quality Compliance Policy, 10.5 - Approval Requirements under Legislation Policy, 10.6 - Supervisor Certificate Policy, 10.7 - Insuring Risks Policy, 10.9 - Risk Management and Compliance Policy.

Administration of Child Care Subsidy (CCS)

We recognise that strategies must be in place to ensure we comply with the requirements for administration of Child Care Subsidy, including reporting and that the service has an obligation to design and implement procedures for the detection and prevention of fraud in relation to CCS payments.

Procedures

We 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 our licensed software for the administration of CCS - Xplor
- Ensure that all staff who require access to the system used to administer CCS meet the **fit and proper requirements
- Ensure that all committee members of the 'Approved Provider' meet the **fit and proper requirements
- Reconcile payments received with payments expected

We will implement procedures to detect and minimize fraud including:

- Ensuring all "Persons with Management or Control of the Provider" (e.g. Executive of P & C), "Persons Responsible for the Day to Day Operation of the Service" (e.g. Nominated Supervisor, Responsible Person in Charge or Administrator of CCS) meet specified **fit and proper requirements
- Ensuring all service finances are handled in accordance with service policy, accounting manuals and best practice guidelines
- Ensuring there is no personal 'conflict of interest' of staff or the governing body in the management of CCS
- Ensuring staff are appropriately trained in CCS compliance and the use of service software

*Authorised person means a person who has been identified by OSHC as having permission to access our CCS administration software and has been provided with a username and password to access the system. Access may include management of enrolments, bookings, absences and cancellations. The Approved Provider will ensure 'Authorised' persons are appropriately trained and competent in the use of the software

****Fit and proper person** is a person who has met the requirements of Section 43 of the Child Care Subsidy Minister's Rules 2017 which requires a provider to undertake particular suitability checks for each Person with Management or Control of the Provider. These are:

- An Australian National Police Criminal History Check dated no earlier than 6 months from the date the individual was linked to the organisation.
- A Working with Children Check (Blue Card) if the Person with Management or Control is required to hold such a check under their state or territory's regulatory law.
- National Personal Insolvency Index check performed using the Bankruptcy Register Search service provided by the Australian Financial Security Authority (AFSA) dated no earlier than 3 months from the date the individual was linked to the organisation.
- A Current and Historical personal name extract search of the records of the Australian Securities and Investments Commission (ASIC) dated no earlier than 6 months from the date the individual was linked to the organisation.
- Evidence that the person does not appear on the banned and disqualified register held by ASIC (in the form of a computer printout of the results of the search) dated no more than 3 months from the date the individual was linked to the organisation.

We understand that evidence of these checks are required in a CCS application and, where personnel are added after CCS approval, the evidence must be made available to be shown to the department on request.

References

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Duty of Care
- National Quality Standard, Quality Area 7 - Governance and leadership

Promoting and Protecting Human Rights

The Approved Provider, in providing an OSHC service on behalf of the state, recognises its duties are a public entity as defined within the Human Rights Act (Qld) 2019.

The Approved Provider is committed to protecting and promoting human rights; therefore, it will ensure the service's functions (the acts and decisions) are compatible with all human rights contained within the Act. In making decisions, the Approved Provider, its delegates and employees are committed to considering human rights relating to these decisions. The Approved Provider, its delegates and employees will be familiar with the Act, including the human rights contained within it:

Human Rights (Human Rights Act 2019 s15-37)

- Civil and political rights
- Recognition and equality before the law
- Right to life
- Protection from torture and cruel, inhuman or degrading treatment
- Freedom from forced work
- Freedom of movement
- Freedom of thought, conscience, religion and belief
- Freedom of expression
- Peaceful assembly and freedom of association
- Taking part in public life
- Property rights
- Privacy and reputation
- Protection of families and children
- Cultural rights—generally
- Cultural rights—Aboriginal peoples and Torres Strait Islander peoples
- Right to liberty and security of person
- Humane treatment when deprived of liberty
- Fair hearing
- Rights in criminal proceedings
- Children in the criminal process
- Right not to be tried or punished more than once
- Retrospective criminal laws
- Economic, social and cultural rights
- Right to education
- Right to health services

The service and the Approved Provider have developed and will implement fair complaints procedure to address any claim made regarding where the service is alleged to have limited a person's human right. The Association recognises where a complaint relates to unlawful human rights actions or decisions, it will be required to follow

relevant Departmental policy and refer these complaints to the school's Principal for further investigation and management.

- Education and Care Services National Law Act and Regulations
- Human Rights Act (Qld) 2019
- Australian Government Department of Education Child Care Provider Handbook
- Related Policies
- 2.2 Statement of Commitment to the Safety and Wellbeing of Children
- 2.23 Interactions and Relationships with Children
- 8.6 Employee and Volunteer Grievance
- 8.7 Workplace Harassment, Bullying and Discrimination
- 8.9 Code of Conduct
- 9.3 Communication with Families
- 9.4 Communication with Community
- 9.5 Feedback and Complaints
- 10.32 Appropriate Governance

Procedures

Decision Making and Policy

The Approved Provider will consider the impact on the compatibility of an individual's human rights when developing policy and deciding for the service, especially those with a direct and explicit connection to any human right.

The Approved Provider will reflect these considerations in the policy documents outlining, where relevant when specific human rights are being protected.

Employees, volunteers and representatives will be expected to act consistent with policy and procedures of the service and make judgements that promote and protect an individual's human rights.

Where issues of human rights incompatibility are identified, we will act promptly to rectify and respond to the matter.

Complaints

We have established practices for fair complaints handling (see 9.5 Feedback and Complaints), Where an individual believes we have acted in a way that is incompatible with a person's human rights, the matter will be referred to the Principal for Departmental handling.

Any person (employee, volunteer, child, parent, community member, etc.) has the right to make a complaint if they believe any of their human rights have been infringed.

Where a complainant is not satisfied with the response from the Association or Department, they may be available to pursue the matter to the Queensland Human Rights Commission, via making a submission directly to the Commission.

We will not prejudice any person's access to further proceedings and will at all times support an individual to access a just outcome.

Communication and Promotion

Information about our complaints process is displayed in a prominent location within the Samford State School OSHC. Additionally, further information is contained within our family welcome pack and policy and procedure handbook.

Relevant information will be supplied to families and stakeholders via notices, policy updates and appropriate resources.

Our program will explore opportunities to promote children's awareness of their rights and the rights of others in innovative and child-focused methodologies.

Training and Orientation

Staff and volunteers will receive training and instruction on their obligation to promote and protect individual rights on commencement of engagement and routinely throughout their time with the service.

References

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Duty of Care
- National Quality Standard, Quality Area 7 - Governance and leadership

Document Control

Approvals

Position	Name	Type of Approval	Date of Approval
Samford State School P&C President	Brendan Gilmour	Email	16 January 2017
Samford State School P&C Vice President	Amanda Holding	Email	15 January 2017
Samford State School P&C Vice President	Melissa Gjerek	Email	15 January 2017
Samford State School P&C Treasury	Allan Neilsen	Email	15 January 2017
Samford State School P&C Secretary	Nicole Herbertson	Email	15 January 2017
Samford State School P&C President	Claire Limbrick	Email	25 June 2018
Samford State School P&C Vice President	Jody Rossner	Email	26 June 2018
Samford State School P&C Vice President	Melissa Gjerek	Email	25 June 2018
Samford State School P&C Treasury	Allan Neilsen	Email	25 June 2018
Samford State School P&C Secretary	Katie Gaudron	Email	25 June 2018
Samford State School P&C President	Claire Limbrick	Email	13 May 2019
Samford State School P&C Vice President	Cass Parker	Email	14 May 2019
Samford State School P&C Vice President (OSHC)	Melissa Gjerek	Email	11 May 2019
Samford State School P&C Treasurer	Allan Neilsen	Email	15 May 2019
Samford State School P&C Secretary	Katie Gaudron	Email	13 May 2019
Samford State School P&C Executive		Ratified at P&C meeting	2 December 2019
Samford State School P&C Executive		Ratified at P&C meeting	15 March 2021

3.2. Change History

Version	Date	Name	Comments
	8 - 17 October 2012		Initial Version. Ratified 26 November 2012
	2 April 2013		Review of certain sections
	24 June 2013		Review of certain sections
	1 July 2013		Review of certain sections
	18 August 2014		Introduction of new policy sections. Ratified 2 September 2014
	18 November 2014		Introduction of new policy sections. Unknown ratification date.
	30 June 2015		Review of certain sections. Ratified 14 July 2015
	13 July 2015		Review
2.0	9 January 2016	Kristy Ryan Melissa Gjerek	Please see file "OSHC Policy Changes to be ratified_Jan2017" for a complete summary of changes made. This includes QCAN updates August 2016.
4.0	26 June 2018	Kristy Ryan Melissa Gjerek	Please see file "OSHC Policy Changes to be ratified_June18" for a complete summary of changes made.
5.0	16 May 2019	Kristy Ryan Melissa Gjerek	Please see file "OSHC Policy Changes to be ratified_May19" for a complete summary of changes made.
5.1	2 December 2019	Kristy Ryan Melissa Gjerek	Please see file "OSHC Policy Changes to be ratified_Oct19_v2.0" for a complete summary of changes made.
5.2	15 March 2021	Kristy Ryan Melissa Gjerek	Please see file "OSHC Policy Changes_Summary 2020 for review" for a complete summary of changes made.

4. Appendix A – National Quality elements reflected in Policies and Procedures

This checklist is designed to assist users of this Manual to check against the 7 Quality Areas that form part of the National Quality Standards (NQS).

In Chapter 5 you will find sample policies and procedures that will help you comply with the specific requirements of NQS. For an explanation of the National Quality Standards, refer back to Chapter 3 of the Manual.

Once you develop your own 'Policies and Procedures Manual' for your Service, drawing on the samples given in Chapter 5 where appropriate, you can then use this Schedule to create your own checklist, listing which of your policies and procedures reflect the NQS requirements.

Always remember that this Manual assumes compliance with the minimum National Quality Standard level (see Chapter 3 for an explanation of this system). If your Service chooses to go to higher compliance levels, you should check with ACECQA for the standards you must meet.

Note: This checklist is prepared based on the *Guide to the National Quality Standard*, available as at the date of publication.

You should check at <http://www.acecqa.gov.au> whether the *Guide to the National Quality Standard*, or any of the 'Quality Areas' or 'Elements' have changed since the date of this publication.

5. Appendix B - Key Terms used in this manual

In this Manual, the following expressions have the meaning shown:

'*Education and Care Services National Law Act, 2010*' is available on line at [http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/51dea49770555ea6ca256da4001b90cd/B73164FE5DA2112DCA2577BA0014D9ED/\\$FILE/10-069a.pdf](http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/51dea49770555ea6ca256da4001b90cd/B73164FE5DA2112DCA2577BA0014D9ED/$FILE/10-069a.pdf)

"(Part 4.2)" or "(90(2))" or other similar references which appear in any of the sample policies or procedures is a reference to the numbered section or sections of the *Education and Care Services National Regulations, 2011*.

"ACECQA" means the Australian Children's Education and Care Quality Authority (go to www.acecqa.gov.au for more information).

"Duty of Care" means the legal duty which people have, under the rules of negligence, to take care to protect others from harm. The rules of duty of care are not found in a statute instead, these rules come from case law decided by the courts and are always changing. For a brief explanation of duty of care, see Chapter 3 of this Manual. However, Services must always take careful and ongoing advice to understand its obligations under the legal duty of care of those who have the care of children.

"Element" is a reference to one of the numbered Elements, which falls under one of the 7 NQS Areas. For instance, a reference to '6.1.1' means Element 6.1.1, which is to be found in Quality Area 6, which relates to effective enrolment and orientation processes for families.

"Management Committee" means the sub-committee of the P&C Committee established in relation to OSHC. If at the time no sub-committee has been established, then Management Committee is the P&C Committee.

"National Quality Standards" means the 7 Quality Areas as articulated in the *Guide to the National Quality Standard*, published by the Australian Children's Education and Care Quality Authority (NB these are as at the date of publication; users must check on the ACECQA website whether there have been any changes since publication of this Manual).

"NQF" means National Quality Framework.

"Quality Officer" means the Coordinator or other person appointed to make sure that the Service complies with the NQS requirements.

"Regulations 2011" means Regulations issued under the *Education and Care Services National Law 2010* and is available on line at www.acecqa.gov.au.

"SAC" means School Age Care.

"Standard" is a reference to one of the numbered Standards, which falls under one of the 7 NQS Areas. For instance, a reference to '4.1' means Standard 4.1, which is to be found in Quality Area 4, which relates to staffing arrangements.

6. Appendix C - Resources

Some useful information can also be obtained from:

Education and Care Services National Law 2010 available from [http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/51dea49770555ea6ca256da4001b90cd/B73164FE5DA2112DCA2577BA0014D9ED/\\$FILE/10-069a.pdf](http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/51dea49770555ea6ca256da4001b90cd/B73164FE5DA2112DCA2577BA0014D9ED/$FILE/10-069a.pdf)

Information on *Commission for Children and Young People Act, 2000 (Qld)* - protection of children, obtaining worker clearances etc can be obtained from the Commission for Children and Young People at www.ccypcg.qld.gov.au

All other Queensland legislation is available from www.legislation.qld.gov.au
Child Care Act, 1972 (Cwlth) available from Australian Government Printers

Queensland Children's Activities Network (QCAN) Inc. at www.qcan.org.au

Health and infectious diseases information is available from the Commonwealth Government at a number of sites, including www.health.gov.au and www.cda.gov.au or from Queensland Health at www.health.qld.gov.au

Australian Standards (e.g. equipment, risk management, food handling etc) are available for purchase from Standards Australia <http://www.standards.org.au>

Workplace Health and Safety information is available from the Queensland Department of Industrial Relations at <http://www.deir.qld.gov.au/workplace>

Information on child care issues generally are available from the Queensland Government Department of Education and Training - Office for Early Childhood Education and Care at <http://deta.qld.gov.au/earlychildhood> or the Australian Government Department of Employment, Education and Workplace Relations at www.deewr.gov.au

7. Appendix D - Forms

Excursion Checklist

Excursion Evaluation

Excursion Permission Form

Activities Escort Form

Indoor Safety Checklist

Outdoor safety checklist

Accident Form

Medication Administering Form

Asthma Management form

Cleaning schedule daily

Hazard Report form

Playground maintenance checklist

Bomb Threat checklist

Evacuation Drill Evaluation

Orientation Induction Checklist

Employee Code of Conduct

Employee Immunisation Schedule

Complaints form

Compliance History Statement

Prohibition Notice Declaration template

8. Appendix E – Educator Ratios Information

Educator Ratios and Qualifications for Queensland Outside School Hours Care Services (based on the number of children attending the service)

Content in this information paper has been prepared by QCAN in February 2012

All Outside School Hours Care services in Queensland require one person with a 2 year qualification to be present at all times that child care is being provided with the following provisions:

- This person does not have to be the coordinator but in most services this will probably be the case.
- This person may be used to meet the ratios as outlined below or work in addition to these. The examples below are for when the person with the 2 year qualification is included in the ratio as 'working directly with children' and not when they are in addition to.
- If the school age care service operates for more than 7 hours 15 minutes a day (eg. during vacation periods) then a person with the 2 year qualification needs to be present for a minimum of 7 hours and 15 minutes.
- There can be more than one person to fulfil the role of the two year qualified person.
- Reference to qualified includes educators who hold or are actively working towards a relevant qualification.
- ACECQA holds the list of approved qualifications for OSHC services in Queensland and this can be accessed on the website www.acecqa.gov.au

The service requires the following staff, depending on the number of children.

1 educator for every 15 children:

- this educator must hold or be actively working towards a 2 year qualification .

7 carers for 91 – 105 children:

- Educator that holds or is actively working towards a 2 year qualification ;
- at least 3 educators must hold or actively working towards a 1 year qualification; and
- the other 3 educators can be unqualified.

2 educators for every 16-30 children:

- Educator that holds or is actively working towards a 2 year qualification ;
- the second educator can be unqualified.

6 carers for 75 – 90 children:

- Educator that holds or is actively working towards a 2 year qualification ;
- at least 2 educators must hold or actively working towards 1 year qualification; and
- the other 3 educators can be unqualified.

3 Carers for 31 – 45 children:

- Educator that holds or is actively working towards a 2 year qualification ;
- at least 1 educator must hold or actively working towards 1 year qualification; and
- the third educator can be unqualified.

4 carers for 46 – 60 children:

- Educator that holds or is actively working towards a 2 year qualification ;
- at least 1 educators must hold or actively working towards 1 year qualification.
- the other 2 educators can be unqualified.

5 carers for 61 – 75 children:

- Educator that holds or is actively working towards a 2 year qualification ;
- at least 2 educators must hold or actively working towards a 1 year qualification; and
- the other 2 educators can be unqualified.

Meanings:

Under the Education and Care Services National Regulations (2011) the meanings of **working directly with children** and **activity working towards a qualification** can be found in Chapter 1 – Preliminary within the definitions and key terms used.

For the purposes of these Regulations a person is **working directly with children** at a given time if at that time the person –

- is physically present with the children; and
- is directly engaged in providing education and care to the children.

This is further clarified in relation to the ratios in Part 4.4 Staffing Arrangements, Division 3, section 122

An educator cannot be included in calculating the educator to child ratio of a centre-based service unless the educator is working directly with children at the service.

For the purposes of these Regulations an educator is **actively working towards a qualification** if the educator –

- is enrolled in the course for the qualification; and
- provides the approved provider with documentary evidence from the provider of the course that –
 - the educator has commenced the course; and
 - is making satisfactory progress towards completion of the course; and
 - is meeting the requirements for maintaining the enrolment; and
 - in the case of an approved diploma level education and care qualification, the educator-
 - holds an approved certificate III level education and care qualification; or
 - has completed the units of study in an approved certificate III level education and care qualification determined by ACECQA.