



WEST PYMBLE OUT OF SCHOOL CARE

POLICIES & PROCEDURES

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1 SECTION A - ADMINISTRATION AND MANAGEMENT

1.1 HOURS OF OPERATION

Policy statement

At West Pymble Out of School Care (WPOOSC), we aim to meet the needs of the parents in our local community who either work, study or have other commitments, by operating for days and hours that allow them to reasonably get to and from their place of work or study.

Considerations

National Standards, section 4.3 (Hours of operation)

Procedure

- The Centre will operate during government school terms Monday to Friday, between the hours of:
 - 7.30 am to 9 am, before school
 - 3.00 pm to 6 pm, after school.
- The Centre will not operate during government school holidays
- The Centre will not open on designated government school pupil free days.
- The Centre will be closed on designated public holidays.
- All hours of operation will be posted on the door and given to parents in our information booklet on the child's initial enrolment.
- No children are to be left unattended at the Centre outside these hours.
- Please refer to dropping off and collection, and late collection policy for further information regarding these procedures.
- Opening hours will be reviewed yearly to ensure that they meet the needs of the current parents.

1.2 SERVICE ACCESS

Policy statement

We aim to provide places for school-aged children needing care during out of school hours. We will not discriminate against any families needing care; however, priority of access will be determined by government guidelines.

Considerations

National Standards Section 4.6 (Access)

"Priority of access" guidelines from funding bodies

Procedure

- Our Centre will be available for children who currently attend West Pymble Public School (WPPS) only.
- No one will be discriminated against on the basis of his or her cultural background, religion, sex, disability, marital status, gender orientation or income.
- The Centre will try to meet any specific needs of the families in the WPPS community.
- The Centre will ensure that access to children and families with special needs is catered for.
- Under agreement with the Commonwealth government the main priority for a place in the Centre will be given to:
 - First Priority: a child at risk of serious abuse or neglect
 - Second Priority: 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'

- Third Priority: any other child
- A waiting list will be developed and updated regularly which identifies priority of access eligibility, date placed on list and required days of care.
- Placement from the waiting list is determined by priority of access guidelines, siblings of children already in care, and date and time of placement on the waiting list.
- Parents are able to access their status on the waiting list on request.

1.3 ENROLMENT

Policy statement

We aim to provide an efficient enrolment procedure that is clear and understandable to all in the local community. We will ensure the confidentiality of our families through provision of secure recording and storing procedures.

Considerations

National Standards Section 4.6 (Access)

National Standards Section 5.3 (Maintenance of records)

Family Law Act 1975 and other legislation related to privacy

Procedure

- a. All new parents and children are to be offered the opportunity to view the Centre. Staff will be appointed to show them around.
- b. A Registration Form must be fully completed for each family before the child can attend the Centre. A staff member is to go through the form prior to starting care to ensure all the details have been completed. If regulated information is incomplete the child may not attend the centre.
- c. The Registration Form must contain all relevant details relating to personal, medical (including allergies) and custodial details for each child, parent or guardian and emergency contacts along with any special requirements relating to that child.
- d. If a child is subject to an access order or agreement, the Centre must have a copy on record plus any subsequent alteration registered by the court. Evidence of court orders or agreements will be considered part of the enrolment in order to minimise the likelihood of distressing situations occurring in the future.
- e. All Registration Forms are to be kept in a locked file and kept confidential from all but the approved persons who enrolled the child, relevant staff, management and Commonwealth and /or State department officers.
- f. Registration Forms are to be updated yearly or when there are changes to circumstances. To confirm re-enrolment in the following year, parents are asked to complete a new Registration Form for each child.
- g. Parents will be advised that it is their responsibility to notify staff of any changes to their current details. This will be done on enrolment and through the parent information booklet.
- h. Depending on availability of care, children may be enrolled at any time.

1.4 FEES

Policy statement

We aim to provide a quality service that is affordable. Fee levels will be set by management each year on completion of an annual budget and according to the Centre's required income.

Considerations

Child Care Subsidy (CCS)

Confidentiality and maintenance of records.

Procedure

1.4.1 Setting fees

- Fees are to be set on an annual basis by management, based on the annual budget and ensuring that the required income will be received to run the service efficiently, on a non-profit basis
- Fees will be reviewed each term based on attendance and the Centre's ability to meet the running costs. Parents will be given at least 2 weeks' notice of any changes in the fees.

1.4.2 Fee payment

- a. Fees are paid in advance for the term, to be paid by due date on the invoice. Should you have any difficulties with payment please arrange a confidential meeting with the Director.
- b. Casual and emergency care will be put on account at the casual rate.
- c. Fees are to be paid for the days the child is booked into the Centre, including times when the child is absent due to illness or holidays. CCS is paid for sick days and up to 40 days allowable absences per session per year.
- d. Two weeks prior notice in writing is to be given to the Director for cancellation of care. If no notice is given, fees are to be paid
- e. Fees can be paid in cash or by cheque at the WPOOSC Office, or by direct deposit to the Centre's bank account. Direct deposit is preferred
- f. Please see the Director to make any alternative arrangements.
- g. A dated receipt will be provided on request. Reconciliation statements are available at any time on the Hubworks Parent Portal or a printed copy will be provided on request.
- h. All records will be kept confidential and stored appropriately. Parents may access particulars of their fees at any time and information given in writing upon request.

1.4.3 Parent entitlements for Fee Assistance

- The Centre is approved to offer Child care Subsidy (CCS) to eligible families.
- This benefit is paid to the Centre under a Complying Written Agreement as per Dept. of Human Services policies and regulations.
- The instruction in the Handbook provided by the Department of Human Services should be followed.
- Parents and carers should receive all necessary documents and be informed of how to make their application to the Family Assistance Office (FAO).
- Families cannot be offered CCS until assessments are completed.
- The Director will ensure that all necessary forms are available and notices posted to inform parents of availability of CCS.
- All documentation pertaining to CCS should be kept for the specified time and made available to Commonwealth Departmental Officers on request.

1.4.4 Overdue fees

- a. Parents are encouraged to discuss any difficulties that they may have in paying fees with the Director, who will discuss and make suitable arrangements for payment of fees as well as informing them of other avenues for financial support when required. If no previous arrangements have been made regarding overdue fees the Centre will:
- b. After 1 week overdue: Send a reminder note regarding overdue fees.

- c. After 2 weeks overdue: Write a letter reminding them to discuss any problems they may be having in paying fees with the Director and informing them that their child's place may be cancelled if suitable arrangements cannot be made within the next week to pay the fees.
- d. After 4 weeks overdue: The Director will approach the parent and make an appointment to discuss the problem and identify the possible cancellation of their child's place if no arrangements can be made.
- e. After 4 weeks overdue an administration fee of \$15 per week will be charged to the account. Additional charges may be applied. This decision will be made by the Parent Committee.
- f. If the above procedures are not effective, details of unpaid fees should be referred to the management to commence debt recovery procedures.

1.4.5 Late fees

- Any parent who collects their children after 6pm will be charged a late fee as set by management.
- This fee is \$15 for the first 15 minutes or part thereof of extra time. For the second 15 minutes or part thereof, the fee will be \$30 and will remain at \$30 per 15 minutes or part thereof until the child is collected. This fee will be charged per child.
- Wherever possible parents should advise the Centre when they will be late to collect their child. Parents are granted a maximum of three late collections per term before a warning is issued.
- If a parent continually arrives to collect their child after 6pm, the Director will need to discuss other options with them, and suitable arrangements made or the child's place in the Centre may be cancelled.

1.5 DROPPING OFF AND PICKING UP

Policy statement

We aim to provide a procedure for dropping off and picking up children, which is clear and ensures the safety and wellbeing of the children in our care. Parents are required to follow specific communication procedures to ensure we can provide appropriate care of their children.

Considerations

National Standards Section 5.3 (Maintenance of records)

Custodial requirements

Procedure

1.5.1 Dropping off

Children are not to be left at the Centre at any time prior to the opening hours of the Centre.

- a. Any points of information are to be relayed to office staff for adding to the diary, or advised by email, such as any particular requirements for the day or any changes to who will collect the child.
- b. Children are to place their belongings in the appropriate place.
- c. Children must be signed in by their parent or guardian.
- d. At the end of the school day, when kindergarten children are to be dropped off earlier by their teacher, or picked up from class earlier such as in the first weeks of school any changes must be communicated by the parent or guardian.
- e. During the first weeks of the school year WPPS will advise the dates that Kindergarten children will finish their school day at 2.30pm. On these days WPOOSC staff will collect booked children from their classrooms and the teachers will be supplied lists of children attending that day.
- f. WPOOSC will continue to collect kindergarten children from class until a suitable transition time has passed, in general this will be for the entire Term 1 and the first two weeks of Term 2. If required this process will be extended.

- g. All other children are expected to come straight to WPOOSC after the final school bell has rung each day.

1.5.2 Picking up of children

Children must be collected by the closing time of the Centre.

- a. The authorised person who is collecting the child must use the Electronic Sign-In (ESI) or sign the paper sign-out sheet next to the child's name, indicating time of departure.
- b. Children who have written permission to leave the Centre by themselves will be signed out by the Director at the agreed time.
- c. Any child being collected by any authorised person under the age of 18 years must have full written permission on file. The formal letter must provide full details of the authorised person and be signed by the parents or guardian, emails are not accepted.
- d. Teachers and school staff collecting children from the Centre must sign in and out on the appropriate sign-out sheet and advise Centre staff that they have done so.
- e. The authorised person and children are to ensure that all belongings are collected.
- f. The authorised person must ensure that a staff member is aware that they are taking the child from the Centre.
- g. Staff are to be notified if the persons collecting the child is to be later than usual. The child will be notified to avoid any anxiety.
- h. If the child is to be collected by anyone different than the name on the enrolment form, parents must have personally informed the senior staff member prior to pick up. This change should be confirmed in writing (except in extreme circumstances) and the person picking up the child asked to bring identification.
- i. The names and contact numbers of all people authorised to collect the child must be included in the enrolment form. Any changes to these must be advised in writing to the Centre as soon as possible.
- j. The authorised person is required to give photographic proof of identification to staff if they have not seen them previously.
- k. The Centre will not release the child to anyone who is not authorised without prior consent and in line with Centre policy.
- l. If there is an emergency and the parent or an authorised person cannot collect the child, the parent must personally ring the Centre to let us know. The parent will be required to indicate who will collect the child, give a description and ask the person to provide the Centre with proof of identity e.g., Driver's licence or Medicare card.
- m. If the Centre has not been notified and someone other than the parent or authorised person comes to collect the child, the Centre will ring the parent to get his or her authorisation. The child will not be released from the Centre until proper authorisation has been received.

1.6 ABSENT AND MISSING CHILDREN

Policy statement

We aim to ensure the safety and welfare of the children by ensuring clear communication and co-operation between the Centre, parents and the school.

Considerations

National Standards Section 5.3.4 (advising of child's absence)

Procedure

1.6.1 Absent Children

Parents/guardians are to advise the Centre if their child will be absent on a day that they are booked into care.

If parents are aware beforehand, they must:

- a. Inform by email, or by visiting the office to have it noted in the diary for the appropriate day.
- b. If parents do not know until the day they must in person:
 - Email, or if this is not possible ring the Centre and inform the Director, before 7.30 am for morning sessions or before 2.30pm for afternoon sessions.
 - This information must be recorded in the diary.
 - Parents must indicate the expected time of absence.
- c. If a child only attends after school care, then the parent must email or ring and inform the Centre when the child returns to school and that the child will be attending the Centre on that afternoon.
- d. Parents will be informed of this requirement on enrolment and through the parent information booklet detailing the great importance of the Centre knowing of a child's absence.
- e. Should a child not be present and waiting in the designated area when expected, the staff member will:
 - i. Ask the other children if they have knowledge of where the child might be
 - ii. Contact the parents
 - iii. Approach the school office and ask for information regarding the child's attendance at school
 - iv. Ensure all other children are well supervised during this time.
 - v. If the child was absent, then the parents will be called to remind them of their failure to contact us, and to find out if the child will be attending the next day or not.
 - vi. If parents are not available, staff will continue to call until a contact is made. If no contact can be made, then an authorised person on the child's enrolment form will be contacted to try to find out further details.
 - vii. A penalty charge of 100% of the session fee will be applied to the account due for immediate payment.
 - viii. WPPS no responsibility to inform WPOOSC of a child's absence. This is the responsibility of parents.

1.6.2 Missing Children

If the child attended school and is expected to attend the Centre, then the staff member will:

- a. Inform the school of the missing child (if someone is available)
- b. Ask them to find out if the teacher is aware of the parent of anyone else collecting the child and assist in the search of the school area
- c. Ensure all the other children are well supervised during this time.
- d. If the child is still not found, then the staff member will:
 - i. Try to contact the parent or authorised person to inform them and find out any further information
 - ii. Continue to keep in contact with the school if available
 - iii. Arrange for appropriate staffing levels and send a staff member to look in the local area or follow up on any leads regarding the child going to a friend's home.
 - iv. If the child remains missing:
 - v. The parents/authorised persons are to be kept informed
 - vi. The police are to be contacted.

1.7 MAINTENANCE OF RECORDS

Policy statement

We aim to ensure that all appropriate and required records are kept for the specified period of time. We will protect the privacy and confidentiality of all clients, staff and management of the Centre, by ensuring that records and information are kept in a secure place and only disclosed to people who have a legal right to know.

Considerations

***National Standards, Section 5.3 (Maintenance of records/confidentiality)
Funding Agreement, Child Care Benefit, Accident records, Insurance requirements
Children and Young Persons (Care and Protection) Act 1998 (NSW)***

Procedure

- Staff and management will ensure that all required records are recorded, properly maintained, updated and kept in the nominated secure place.
- All records are to be kept confidential and only made available to authorised persons.
- All documents relating to children and parents will only be made available to the parent/guardian or approved persons enrolling the child, staff and authorised members of the management committee who require relevant information, or Commonwealth or State Government officers when requested.
- All documents relating to staff will only be made available to the individual staff member, the Director, and an authorised member of the management or police if required.
- All documents relating to fee payment and CCS will only be made available to the parent/ guardian or approved persons enrolling the child, staff and authorised members of the management committee or Commonwealth Government officers.
- No member of staff may give information on matters relating to children, to anyone, other than to the parents or guardian enrolling the child when this information has been obtained in the course of employment in the Centre.

1.7.1 Exceptions are made:

- For normal information exchange among staff and management for the daily operation of the Centre and wellbeing of the staff and children
- When required to do so in a court of law when subpoenaed
- When the welfare of the child is at risk the appropriate government agencies may be contacted.
- No member of staff may give information on matters relating to staff or management, to anyone except in normal information exchange among staff and management for the daily operation of the Centre and wellbeing of the staff and children, or when required to do so in a court of law.

1.8 RECORDS TO BE KEPT

1.8.1 In relation to daily operations:

- a. Full Registration Forms, containing information as required under section 5.3.1 of the National Standards, to be kept in alphabetical order
- b. Waiting list, indicating priority of access status, date placed on list, care required and if a sibling of a child already in care
- c. Daily records of attendance, including a roll taken by the staff and the sign in/out sheet or electronic record recording the time of arrival and departure
- d. Diary recording any messages to ensure all staff are fully aware of relevant information.
- e. Written program, indicating daily activities in the Centre

- f. Information folder, containing updated relevant information such as infectious diseases leaflet,
- g. Accident/illness record book, containing nature of accident or illness, who attended the child and what course of action was taken.

Note – Accident and illness records will be kept until the child turns 25. These include:

- Medication book, containing parent's requirements and signature,
- medication used, the date, time and dosage of administration,
- the person who administered it, and the person who witnessed the administration

1.8.2 In relation to fees:

- a. Fee receipt book, containing payment of fees, type of fee and dates paid for by whom, date, amount and childcare benefit received
- b. Child Care Subsidy records will be kept for a period of 3 years
- c. Receipt books will be kept for a period of 7 years
- d. Amount owing records, indicating fees due, and any outstanding fees, along with procedures undertaken to retrieve outstanding fees
- e. Accounting documents. All records relating to fees accounting and bank statements are to be kept for a period of 7 years.

1.8.3 In relation to staff:

- a. Staff employment details, indicating personal details, date of employment, hours of work, position title and job description, resume and references, date for review, and any discipline or grievance procedures
- b. Staff wages, holiday and sick leave entitlements
- c. Time and wage records are to be kept for a period of 7 years
- d. Union and superannuation details
- e. Occupational Health and Safety details.

1.8.4 In relation to management:

- a. Management structure, including position titles and duties and current persons holding the positions
- b. Minutes of meetings and Annual General Meetings (AGMs) (held by current secretary of management committee)
- c. Policy booklet, including Centre details, philosophy and policies
- d. Insurance and financial details
- e. Insurance documents will be kept for a period of 7 years
- f. Funding and other relevant agreements, such as school/hall usage etc.
- g. All records relating to funding will be kept for a period of 7 years
- h. All records are to be kept neat and tidy, updated as required and appropriate information passed on to any new staff or management member
- i. All records, which require to be kept for an extended period of time, will be stored securely in the designated place and shall not be removed without the knowledge of the management and only to those who are legally required to obtain the information.

1.9 POLICY DEVELOPMENT AND REVIEW

Policy statement

We aim to provide effective management and a quality service through the ongoing development and review of policies, which are required to run the service efficiently.

Management will ensure that all individuals are aware of relevant policies and have free access to the policy booklet.

Considerations

National Standards, Section 4.1 (Policy)

Procedure

- a. WPOOSC Management will ensure the development of all required policies under the National Standards.
- b. Other policies are to be developed as deemed necessary by the management.
- c. This will be based on the following criteria:
 - An issue or problem arises that is not addressed in a current policy
 - A current policy is not meeting the current need
 - Daily operations of the Centre are unclear to staff, parents or management
 - Staff, parents or management are unsure what to do in a certain situation
 - There have been changes due to outside influences.
- d. All policies must reflect the current philosophy of the Centre. The timeline for developing a new policy or revising an existing policy will be 6 weeks.
- e. Policies will be recorded in a loose-leaf policy booklet along with the Centre's philosophy, date of endorsement and date of review. This booklet is to be kept in the specified place and made available to those who wish to see it. A copy will also be kept on digital media.
- f. Management will ensure that any new management members, staff and families entering the service are made aware of the policy booklet and any specific policies relevant to them.
- g. Any persons involved in the Centre are to feel welcome to make suggestions and discuss any concerns they may have regarding current policies. Parents and staff will be informed of this policy on enrolment/employment and through the Centre's information booklet.
- h. Staff and parents and any other relevant persons will be encouraged to have input into the development, review or changes to any policies and where appropriate be involved in the development of these policies.
- i. All other policies will be reviewed on an annual basis and more frequently if the need arises.

1.9.1 The review of policies will be based on the following criteria:

- a. Is the policy operating effectively?
- b. Does it include appropriate responses to individual incidents?
- c. Does it meet the needs of all involved in the Centre?
- d. Does it meet the aims and objectives as outlined?
- e. Is it consistent with current philosophy?
- f. Is it consistent with current legislation, acts and standards?
- g. Any changes to existing policies will be circulated immediately to all involved in the service through individual notes, notice boards, personal contact and, if felt necessary, through a group meeting. The date the changes will become effective will be noted.
- h. All changes are to be recorded in the policy booklet with the date of endorsement and review.

- i. As an ongoing practice specific policy may be mentioned again through notice boards, letters or personal contact to highlight any relevant issues. This may be required if there is a recurrent problem arising or to highlight any specific current issues in the running of the Centre.

1.10 PARTICIPATION AND ACCESS

Policy statement

We believe that participation by parents/guardians/approved persons in issues relating to their children is important. We aim to provide a caring and supportive environment where everyone feels welcomed and valued. Involvement of parents in activities will be actively sought and open communication constantly maintained.

Parents are encouraged to be involved in issues that relate to them and their children, through participation and discussion about all issues relevant to the running of the Centre.

Considerations

National Standards, Section 5.1 (Participation and access). Family Law Act 1975 (Cth)

Procedure

- a. Staff will greet and farewell parents on arrival and departure and communicate with parents in a positive and supportive manner, making the parents feel welcome and valued.
- b. Staff will establish a pattern of exchange of information, communicating to parents about their child or what they did on that day that may be of interest to them.
- c. Staff will accept individual differences in the way parents bring up their children.
- d. Parents will be informed of all relevant issues in the Centre through direct contact, notice boards, and letters home or by email.
- e. Parents are welcome in the Centre at all times and staff will happily explain activities or answer any questions about the Centre to them.
- f. Parents need to be aware however of the staff's requirement to supervise the children during the activity sessions. If parents wish to discuss or exchange detailed information about their child or the Centre with the Director or another staff member, an appointed time suitable to both will be organised.

1.10.1 Parental Involvement

Parents are encouraged to become involved in the Centre's activities. We will actively seek this involvement by:

- a. Keeping them informed and updated on current issues in the Centre
- b. Asking for their assistance and participation in particular events such as assisting in the program or excursions, working bees and other special events
- c. Informing them of our participation policy through the parent information booklet
- d. Informing them of the management structure and how they can be involved
- e. Inviting them to attend or to read minutes displayed on the notice board
- f. Informing them of relevant management decisions
- g. Encouraging feedback and input from parents in relation to the program, policies or other issues relating to the Centre
- h. Encouraging parents to offer skills and knowledge in a variety of ways and to contribute to the diversity of experiences for the children attending the Centre.

1.10.2 Access by Non-custodial Parent

- If a child is subject to an access order or agreement, the service must have a copy on record plus any subsequent alteration registered by the court.
- Evidence of court orders or agreements will be considered part of the enrolment in order to minimise the likelihood of distressing situations occurring in the future.

1.10.3 When a non-custodial parent attempts to collect a child from the Centre the staff will:

- Be polite, firm and clear and remember your primary duty is to the children in your care (see Emergency procedures in Section D)
- Clarify the legal position with the non-custodial parent. For example, staff may say, "I'm sorry but I'm not legally able to allow the child to leave with you without the permission of the custodial parent."
- Ask the person politely to leave
- If they refuse to leave, call the police
- In all cases staff should be immediately aware of any unfamiliar person on the premises and find out why they are there as soon as possible.

1.11 COMPLAINTS PROCEDURES

Policy statement

We believe that parents have an important role in the Centre and we value their comments. We aim to ensure that parents feel free to communicate any concerns they have in relation to the Centre, staff, management, programs or policies without fearing negative consequences—and that they are made fully aware of the procedures to do this. Our priority is to do everything possible to improve the quality of our service.

Considerations

Community Services (Complaints, Appeals and Monitoring) Act 1993 (NSW)

Procedure

- a. We will support parents' right to complain and will help them to make their complaints clear and try to resolve them.
- b. A complaint can be informal or formal. It can be anything which a parent thinks is unfair or which makes them unhappy with the service.
- c. Every parent will be provided with clear written guidelines detailing the grievance procedure, in the parent handbook. A sign will be posted within the Centre outlining steps to take.
- d. All confidential conversations with parents will take place in a quiet place away from children, other parents or staff not involved.
- e. If a parent has a complaint or comment about the service, they will be encouraged to talk to the Director who will arrange a time to discuss their concern and come to a resolution to address the issue.
- f. If the complaint is not handled to the parent's satisfaction at this level, they should discuss the issue with management, either in writing or verbally.
- g. The management will discuss the issue with the Director and develop a strategy for resolving the problem, this would be discussed further with the parent or if necessary, a meeting will be organised with the Director and parent to resolve the problem.
- h. The parent's complaint is to be recorded and dated, indicating the issue of concern and how it was resolved.

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

1.12 ROLES OF MANAGEMENT

Policy statement

We aim to provide a quality Centre and will ensure that we operate according to the legal requirements of a managing body. The Management will ensure that decisions are made in a proper way, according to the Centre's constitution and in the best interests of the service.

Considerations

*Management structure, Department of Family and Community Services,
Operational agreements, NSW Department of Community Services, Incorporation requirements*

Procedure

- a. The Management will ensure that the service is managed according to the funding bodies' requirements and that all relevant guidelines, acts, regulations and the constitution are adhered to.
- b. The management structure will be recorded with the duties clearly described.
- c. Members of the committee will consist of all parents of enrolled students and interested community members.
- d. Office bearers will be elected each year at the AGM.
- e. All committee members will know the requirements regarding:
 - Management structure, roles and duties
 - Constitution
 - Centre's philosophy and goals
 - Policies and procedures
 - Funding and operational agreements
 - National Standards
 - Meetings
 - Financial requirements
 - Employment responsibilities.
- f. Parent/Members will be actively encouraged to participate in the management committee.
- g. Decisions about the overall operation of the Centre will be made at the management committee level.
- h. Parents and staff will be kept informed about the committee's office bearers, meetings and decisions and have opportunities to have input into the management of the service.
- i. The Director will attend meetings of management and present a verbal progress report regarding the running of the Centre and will provide information to the committee to assist in making decisions.
- j. A staff member may attend a meeting to raise issues on behalf of the staff and to provide feedback to other staff on the committee's decisions.

1.12.1 Role of the management committee

- a. The management committee is responsible for the ongoing management of the Centre. Primarily this involves legal, financial and employment responsibilities.
- b. The responsibility for the day-to-day operations of the Centre however is delegated to the Director.
- c. The management committee meets in accordance with the constitution.
- d. General ongoing tasks of the management committee include:
 - Ensuring the needs of the parents, children and staff are met
 - Ensuring the smooth daily operation of the Centre
 - Communication of relevant issues
 - Public relations
 - Development and review of policies
 - Planning
 - Financial management and administration
 - Liaison and compliance with funding and licensing bodies
 - Employment, supervision and direction of staff, ensuring appropriate industrial awards are adhered to
 - Continued maintenance and repair of the building and equipment
 - Addressing ongoing issues as they arise.
- e. Nominated management members may gain access to the services records, etc. but only in accordance with confidentiality guidelines and when necessary to fulfil their management responsibilities. Confidentiality will be maintained at all levels at all times.

1.12.2 Specific Roles of the Officers

President

- a. Facilitate the smooth running of the management committee
- b. Call meetings giving notice as required under the constitution
- c. Set the meeting agenda, which will cover all necessary business
- d. See that the meeting is properly convened in accordance with the rules of the organization
- e. Determine if a quorum is present at the AGM
- f. Chair the meeting, helping to make it enjoyable, efficient and quick
- g. Ensure the agenda is adhered to, and that all members have a chance to contribute to the discussion
- h. Help the meeting come to agreement
- i. When decisions are made, clearly state what the decisions were, who will implement these and ensure this is recorded in the minutes
- j. Summarise at the end of every meeting so that individuals have a clear understanding of tasks to be performed and decisions made
- k. Close the meeting only after the business at hand has been properly conducted
- l. Act as a spokesperson for the committee when necessary

Vice President

- a. Perform the above duties in the chairperson's absence and to assist the chairperson in performing their tasks.

Secretary

- a. Keep records of all business to do with the committee, including membership records and minutes
- b. Before each meeting, confirm the venue and distribute the agenda
- c. Take the minutes for the meeting
- d. After each meeting, copy and distribute the minutes to the members of the committee.

Treasurer

- a. Is responsible to oversee the following tasks which may be delegated as appropriate:

- b. Oversee the financial management of the Centre
- c. Ensure that true and proper financial records are kept
- d. Assist management committee in budget development.

Public Officer

- a. The Committee may appoint a Public Officer to be responsible for submitting the Annual Returns.

1.13 FINANCIAL MANAGEMENT

Policy statement

We aim to provide a quality service that meets the needs of the children by providing them with the resources they need and meet the needs of the parents by providing affordable care.

The management committee is responsible for all financial aspects and will ensure that all funding, government legislation and acts are fully followed, and that clear records of all the financial transactions are recorded and stored for the required time in a secure place.

Considerations

***Funding and operational agreements, Associations Incorporation Act 2009 (NSW)
Income Tax Assessment Act (Cth), A New Tax System (Goods and Services Tax) Act 1999 (Cth)
Superannuation Act 1916 (NSW), Staff Awards***

Procedure

- a. The management committee will draw up an annual budget.
- b. The Treasurer will review the budget with the Director.
- c. The financial state of the Centre will be discussed at committee meetings.
- d. New management members will be provided with a summary of the service's financial position at the AGM.
- e. The Director or other delegated person, will be responsible for overseeing the day-to-day financial management of the Centre such as collection and banking of fees, allocation of petty cash, and payment of wages and bills.
- f. The committee is responsible to ensure the audit takes place and that the balance sheet, income and expenditure statement and financial report are completed.
- g. The committee will ensure that the financial report is submitted to the funding bodies within the time frame outlined in funding agreements.
- h. The Audited Balance sheet and Income and Expenditure statement will be presented to the Association's members at the AGM.
- i. All financial records will be kept for a period of 7 years and will be made available for inspection by the relevant government department officers.

2 SECTION B - FACILITIES AND EQUIPMENT

2.1 SECURITY

Policy statement

We aim to ensure the proper security of the building and staff by ensuring measures are in place regarding entry and access to the building.

Considerations

Occupational Health and Safety Act 2000 (NSW)

Procedure

- a. Only approved staff and will be given a key to access the building and equipment areas.
- b. A key register will be maintained that indicates the person's receipt of the key, date received, and date returned.
- c. Extra keys will only be supplied by WPPS Administration.
- d. All confidential documents will be kept in a locked cabinet, with access restricted to approved staff and management only.
- e. Staff will ensure that the building is left in a secure manner before leaving.
- f. Staff must ensure that all windows are locked; cupboards and other relevant areas are locked. All heating and lighting off and all doors properly secured.
- g. Staff will inform the police, the school and the committee president as soon as possible if there has been a break-in to the Centre of any kind.
- h. Staff will remain at the Centre until the police arrive or inform them of what to do.

2.2 BUILDING EQUIPMENT REPAIRS AND MAINTENANCE

Policy statement

We aim to provide a safe and secure environment through proper and immediate attention to all aspects of building and equipment repairs and maintenance.

Considerations

*National Standards, Section 2.9 (Building cleanliness, maintenance and repairs)
Occupational Health and Safety Act 2000 (NSW), Australian Standards for playground equipment*

Procedure

- a. Equipment will be chosen to meet the children's developmental needs and interests.
- b. The Centre will work in conjunction with the school (where relevant) to ensure that buildings and all equipment will be maintained in a safe, clean condition and in good repair at all times.
- c. There must be no damaged plugs, sockets, power cords or extension cords.
- d. All plug sockets shall be maintained as child safe.
- e. Electrical appliances shall be in good working order.
- f. Electrical circuit breakers will be installed and be maintained.
- g. Provision will be made in the budget for regular maintenance and repair work and for deferred costs of major capital repairs where this is not covered by the school.
- h. All contractors should have their own public liability insurance.

- i. The Centre and equipment will be regularly checked to ensure that they are in a good and safe condition, comply with relevant Australian Standards and have appropriate soft-fall surfacing maintained.
- j. The outdoor equipment is to be maintained by the school, according to DET guidelines.
- k. Equipment will be regularly washed and cleaned.
- l. Recycled craft materials should be checked for potential hazards.
- m. Staff should ensure safe handling of all tools, particularly sharp tools, if used as part of any activity.
- n. Parents will be encouraged to notify the staff of any problems that they might observe.
- o. Anything that requires maintenance is to be reported to the Director as soon as possible.
- p. Faulty equipment should be removed or protection placed around any dangerous building sites.
- q. A maintenance book will be kept that records any maintenance that needs to be addressed.

2.2.1 Maintenance

The maintenance book will record:

- Type of problem
 - Date that it was observed
 - Who notified the Director and when?
 - What was done to rectify the problem?
 - Date repaired
 - Tradesperson employed to repair the problem.
- a. For urgent repairs the Director will organise a contractor/repair person to attend to the problem if the school cannot be contacted.
 - b. Non-urgent repairs will be recorded in the maintenance book. The Director will note this in her report and bring it to the attention of the committee at the next meeting. The committee and Director will organise to rectify the problem or to notify the school if it falls within its area of responsibility.
 - c. For major repairs a minimum of three quotes will be sought and reviewed by the committee who will decide on further course of action. The Director or someone on the committee may obtain the quotes.
 - d. Maintenance reviews should be done as part of the Director's report at each meeting.
 - e. The Director will also give a review of works completed by any tradesperson employed, for future reference.
 - f. It is management's responsibility, once a problem has been raised, to ensure that it is rectified in the most efficient manner and that the Centre is safe for staff and clientele.
 - g. Should the Centre be considered unsafe or as being a health risk, then the Centre will be closed, after notice has been given to all relevant parties, until the problem has been rectified.

2.3 STORAGE

Policy statement

The Centre will provide safe and secure storage facilities for all indoor and outdoor equipment, ensuring relevant equipment is accessible to the children to encourage independence. Dangerous objects and all confidential records should be made inaccessible to children and all persons except those permitted to access them.

Considerations

National Standards, Section 1.4 (Storage facilities), Privacy Act 1988 (Cth)

Procedure

- a. A storage system should be devised that ensures easy access and uncluttered storage of all equipment.
- b. Storage areas will be cleaned and tidied at least twice a year or when seen as necessary.
- c. Play equipment and toys will be stored in a separate cupboard. This should be accessible to the children during the operating hours of the Centre.
- d. Children will be required show respect for the equipment and be expected to pack equipment away that they remove from the cupboard.
- e. All equipment is to be neatly packed away at the end of each session.
- f. Craft equipment will be stored in a separate area, children should ask permission before removing any craft equipment, such as paints and glues, etc., not set up by the staff.
- g. Drawing paper and other materials will be made available to the children at all times.
- h. All craft equipment is to be properly washed and cleaned before storage.
- i. All items such as cleaning materials, disinfectants, flammable, poisonous and other dangerous substances, tools, toiletries, first aid equipment, and medications must be stored in the designated secured area which is inaccessible to the children.
- j. Staff are responsible to ensure that these areas remain secure and do not inadvertently provide access to these items by the children.
- k. Kitchen and other refuse areas will be provided, containers will be lidded, cleaned and emptied daily.
- l. Staff and management will ensure that all records subject to the Privacy Act (such as family and staff records) are kept in the nominated secure place, ensuring that records are kept confidential and not left accessible to others during the course of the daily operations.

2.4 HEATING, VENTILATION AND LIGHTING

Policy statement

We aim to provide a quality environment by ensuring adequate provision and maintenance of heating, ventilation and lighting in the Centre.

Considerations

National Standards, Section 2.9 (Building cleanliness, maintenance and repairs)

Procedure

- a. All heating and cooling systems will be of good quality and checked regularly to ensure safety and reliability. Any maintenance of the appliances will be conducted as per the maintenance policy.
- b. All heating and cooling systems and power cords will be kept in a safe area and away from children.
- c. The Director will take individual needs and specific activities into account when ensuring that heating, ventilation levels are comfortable.

- d. Should staff, children or parents complain about heating in the Centre not being at a comfortable level, this matter will be drawn to the attention of the committee and steps made to address the problem.
- e. Adequate ventilation will be provided at all times. Windows will be properly maintained to ensure easy opening.
- f. Where activities involve materials with any degree of toxicity, such as paints and glues, staff are to ensure there is adequate ventilation before undertaking the activity.
- g. Windows are to be opened during the operation of the Centre unless closed to protect from extreme weather conditions or while air conditioning is in operation.
- h. Natural light is considered to be most desirable. Provision of natural light areas will be enhanced as much as possible.
- i. In areas made available for children's homework or other fine detail, natural light will be made available where possible and good overhead lighting provided.
- j. Adequate light will be maintained both indoors and outdoors. A security light will be placed at the entrance to the Centre that clearly provides unobstructed view of the door and surrounding areas.
- k. Outdoor lighting will be suitable so that parents, staff and children can enter and exit the building without any unsafe dark areas.

2.5 PEST CONTROL

Policy statement

We aim to provide a clean and safe environment by ensuring that every effort is made to maintain a vermin free Centre. We will endeavour to do this with the minimum use of chemicals.

Considerations

National Standards, Section 2.9 (Building cleanliness, maintenance and repairs)

Procedure

- a. Equipment and especially food items will be properly stored so as not to attract pests and vermin.
- b. All compost bins will have secure lids.
- c. Refuse bins and disposal areas will be emptied and cleaned daily.
- d. Kitchen and food preparation areas and storage will be cleaned and maintained daily.
- e. All areas will be checked daily for any signs of pests or vermin.
- f. Should any pests or vermin be identified then action should be taken to rid the Centre of the problem by notifying the school who would undertake extermination according to DET regulations.
- g. All parents will be notified of any use of chemicals.
- h. Any use of chemical products should only be conducted outside the hours of the children's and staff presence in the building.
- i. All action will be taken to remove the children, staff and parents from the environment for as long as is safe and viable.

2.6 INDOOR ENVIRONMENT

Policy statement

We aim to provide a comfortable and safe indoor environment that allows flexibility and access to a variety of quiet, active, group and individual activities. We will ensure that only the number of children that can comfortably fit into the building space will be enrolled.

Considerations
National Standards, Section 1.1 (Space requirements),
National Standards, Section 2.10 (Health of staff and children)

Procedure

- a. The Centre will only enrol the number of children that can comfortably fit into the building space, on a daily basis, and in accordance with the National Standards.
- b. Where children are indoors for long periods together due to weather conditions, special activities will be planned and other areas sought to disperse the group such as school halls and verandas.
- c. Separate areas in the indoor environment will be provided for:
 - i. Parents to sign their children in/out of the Centre
 - ii. Staff to collect fees, answer phones, and maintain daily records
 - iii. Staff and parents to talk in confidence
 - iv. Children to store projects, musical instruments etc.
 - v. Storage of equipment, food, dangerous materials, and family records
 - vi. Preparation of food and drinks
 - vii. Kitchen and other refuse
 - viii. Cleaning of equipment
 - ix. Male and female toilets, hand basins and hand drying facilities
 - x. Creative and other activities
 - xi. Large and small group activities
 - xii. Display of children's activities and work
 - xiii. Quiet space for children to retreat to, or do homework or lie down if unwell.
- d. The indoor area is to be set up to allow children to participate in a variety of activities with easy access to equipment.
- e. Easy access to areas should be maintained by making clear easily definable passageways and walkways through the building.
- f. Staff will ensure that children properly store their bags and that bags and other items are not thrown into walkways or play areas.
- g. All items obstructing areas are to be removed and placed in the correct storage areas.
- h. Access for families with disabilities will be maintained ensuring all necessary requirements are considered in the building environment.
- i. Areas must be set up to ensure that proper supervision can be maintained at all times.
- j. Access to the outdoor environment should be clear and easily accessible by the children and staff.

2.7 OUTDOOR ENVIRONMENT

Policy statement

We aim to provide a safe and secure outdoor environment where children have access to a variety of activities, in which children are encouraged to participate.

Considerations
National Standards, Section 1.1 (Space requirements)
National Standards, Section 2.10 (Health of staff and children)

Procedure

- a. The outdoor environment will be smoke free.
- b. The outdoor area shall be easily accessible to the staff and children.

- c. The outdoor space will be inspected daily for any obstacles or dangerous items.
- d. These items shall be disposed of in a safe and careful manner prior to the children playing in the area.
- e. The outdoor space will be set up in a variety of ways to encourage participation.
- f. Areas will be made available where children can play in large or small groups or by themselves.
- g. Supervision should be properly maintained. Children are only to play in the areas that are clearly visible to the staff, and where proper child/staff ratios are maintained.
- h. Clear boundaries shall be set and enforced.
- i. When it is necessary to go outside the boundaries or line of supervision, a staff member must accompany children.
- j. Adequate shade via trees and coverings will be maintained.
- k. As far as possible activities will be set up in shaded areas.
- l. Use of other outdoor venues will be considered where access to the area is safe, adequate supervision can be maintained, the area is considered of value to the children's physical development and personal comfort, and where adequate staff/child ratios can be maintained both indoors and outdoors.
- m. Access for children and people with a disability will be maintained ensuring all necessary requirements are considered in the building environment.

3 SECTION C - STAFF POLICIES

3.1 STAFFING

Policy Statement

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

Consideration
National Quality Standards 4.2, 7.1, 7.2 & 7.3

Procedures

3.1.1 Qualifications:

Director

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

Assistant Director

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

3.1.2 Recruitment: Selection Panel

When a position becomes available, management will appoint a panel to conduct the selection process.

- a. Three people will be on the panel, two members of management and the Director if selecting an assistant. A convener of the panel will be nominated.
- b. Where the position is for the outgoing Director, a staff representative will be placed on the panel
- c. The panel will:
 - i. Approve the job description and select criteria for the position.
 - ii. Determine the method and placement of advertising and place the advertisement including notification of the Working with Children Check (WWCC).
 - iii. Ask applicants to consent to screening.
 - iv. Short-list the applicants.
 - v. Arrange interview questions, date and time.
 - vi. Contact the applicants for interview.
 - vii. Conduct the interviews.
 - viii. Arrange for the WWCC to be conducted on the preferred applicant.
 - ix. Ensure that approval for selected educator has been approved under WWCC.
 - x. Decide on a suitable applicant, which is put before management for final approval.
 - xi. Offer the position to the successful applicant and contact the unsuccessful applicants after the position has been accepted.
 - xii. Set date for the commencement of employment and orientation of the new person.
 - xiii. Prepare letter of employment and contract.

3.1.3 Advertisement:

Advertisements shall be placed at least in the local and regional papers. The Sydney Morning Herald will also be considered. Advertisements are also to be placed in appropriate industry specific employment websites. Advertisements are to include:

- a. Job title.
- b. Specific employment information, including hours of work and Award rate.
- c. Include that a WWCC is required.
- d. Advice to applicants to include their contact telephone numbers, a resume, a minimum of (2) referees with at least one work reference and full contact details.
- e. Closing date and postal address for applications.
- f. Contact name and number where the applicant can obtain more information.

3.1.4 Interview

- a. The selection panel will draw up suitable interview questions, which relate to all aspects of the position and ensure equal opportunity guidelines are followed. The panel will decide who will ask each question.
- b. The panel shall draw up a list of essential requirements for each answer.
- c. No longer than 5 days after the closing date, the panel will meet to discuss the applications, develop a short list and decide on the interview date and times.
- d. An appropriate time frame (approximately 30 minutes) will be allocated to each interview, with a short break between, for discussion.
- e. A nominated person on the selection panel will contact the applicants to determine the time and date of interview.

- f. Each applicant will be given a copy of the job description and relevant child protection forms before the interview.
- g. Each applicant will be asked the same questions with their answers recorded.
- h. The panel can use a rating scale to evaluate each applicant's answers.
- i. Management will discuss each applicant and their suitability for the position based on their answers, qualifications, experience, comments from referees, and the selection criteria drawn up by the panel.
- j. Should management have difficulty in deciding between two applicants, a second interview for these applicants, with a new range of questions, will be conducted?
- k. Management will then decide on the applicant for the job according to the selection criteria. The preferred applicant's referees will be contacted to confirm applicant's suitability and checked with the approved screening agency before offering the applicant the position in a 'child related' field.
- l. Should the applicant decline the position, management will either make a second choice from the other applicants or if none are seen as suitable, re-advertise the position.

3.1.5 Notification

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

3.1.6 Equal Employment Opportunities

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

3.1.7 Conditions of Employment:

All relevant conditions set down by the award will apply to all employees.

- a. This includes sick leave, annual leave, rostered days off, overtime, jury duty, study leave, carers leave etc.
- b. Management will ensure they are aware of the appropriate conditions and keep up to date in relation to any changes in the Award.
- c. Educators are encouraged to remain up to date with their appropriate conditions and inform management of any changes.

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

3.1.8 Staff Orientation:

A member of management and the Director will conduct the orientation process as soon as possible after the applicant has accepted the position.

The orientation process will include:

- a. Introductions to existing educators and management
- b. Guided tour of the service
- c. Being shown where all relevant records are kept
- d. Discussion about working arrangements and expectations, including professional code of conduct and duty of care
- e. Information about the review and appraisal system
- f. Opportunity to ask any questions regarding the service or expectations.
- g. The new educator will be provided with the following information:
- h. Service operation and hours.
- i. The service philosophy and policies.
- j. Parent information book.
- k. Service's code of conduct.
- l. Job description.
- m. Emergency procedure duties.
- n. List of current educators, management and their positions.
- o. Terms and conditions of employment.
- p. Union membership information.
- q. Superannuation information and forms.
- r. Taxation forms.
- s. Probation period and review and appraisal procedure.
- t. Appropriate lines of communication with educators and management.
- u. After the period of one week, management will sit down with the new employee to address any further issues they may have once they have been in the service.
- v. All staff will be informed of their responsibilities as a Mandatory Reporter as part of their orientation and induction process. This will involve discussion regarding their current understanding, use of this policy and resources and access to Child Protection training. Information related to sexual grooming will also be provided upon orientation to ensure that staff are fully aware of the signs and limits related to appropriately interacting with children.

3.1.9 Staff Professionalism:

The OSHC Code of Professional Standards, duty of care and expectations will be discussed in the initial orientation process of all new educators.

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

3.1.10 In-service Training and Development:

- a. Management will ensure that sufficient funds are made available in the budget for all in-service training and development.
- b. The Director will inform management of any specific training and development needs of the educators.

- c. Appraisals and the services requirements will be used to ascertain further training needs.
- d. The Director, in conjunction with management, will access all training available and determine what will be attended and by whom.
- e. Where possible a yearly plan of training will be made, including dates, educators attending, and costs.
- f. All educators will be given the opportunity to be involved in some form of training throughout the year.
- g. All educators will be given opportunities to upgrade their qualifications in line with the National Quality Framework.
- h. A variety of training methods will be used including:
 - i. Internal workshops, which can be conducted by educators or outside presenters.
 - j. External meetings with other service to exchange ideas.
 - k. Time allocation made to educators to review any new resources that may be of value.
 - l. External workshops, conferences and seminars.
- m. Accredited short courses provided by registered training organisations.
- n. Educators are encouraged to share relevant skills and knowledge they obtained from any training with the other educators in staff meetings or where more time is required in an internal workshop.
- o. All educators will be considered to be at work for the duration of any training activity they attend for the service.
- p. The service will cover the costs of all authorised training. The individual however will cover tertiary study costs.

3.1.11 Review and Appraisal:

- a. All permanent educators will be informed of the appraisal system on acceptance of the position, and given details in the orientation process.
- b. An initial review will be undertaken after a period of three months in the position.
- c. Appraisals will then be conducted on an annual basis.
- d. Casual staff do not receive formal appraisals. However, feedback on performance is given and documented.
- e. Educators and management will agree with the format of the appraisal system, which may be updated to more suitable systems after review, discussion and endorsement by management and educators.
- f. All educators will be given at least two weeks notification of an upcoming appraisal and a convenient time arranged for both parties.
- g. The appraisal system shall clearly state the expectations for each position and identify clear performance measures.
- h. The appraisal system shall ensure two-way communication is maintained and is used as a positive avenue for improving staff performance.
- i. The appraisal system can be used as a tool to identify future training needs of the educators.
- j. At the completion of the appraisal an action plan will be developed identifying areas of training, and action to be taken and goals set for each educator. This will be agreed to and signed by both parties.

Where it is identified that the educator is not meeting the required performance measures then the following will be undertaken:

- a. Action plan developed to identify areas for improvement. This will include a time frame for further review.
- b. Training areas identified and put into place as soon as possible.

- c. Support and guidance given to the educator to help them through the process and assist them in achieving the required standards.
- d. The support can be given through the Director or the management liaison officer.
- e. A record made of the above, dated and signed by both parties.
- f. Should no improvement be made by the next review then further action will be taken.
- g. If the educator is still dissatisfied then they should put their concern in writing asking for the decision to be reviewed or that they wish to pursue the issue further through other avenues. These could include the union or mediation.

3.1.12 Grievance Procedures:

General Grievance Procedure

On commencement, all educators and management members will be given the guidelines for grievance procedure.

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

Formal Grievance Procedure

Where the resolution of a grievance has not been satisfactorily achieved through the informal procedure, then a more formal approach should be taken.

3.1.13 Grievance between educators:

As appropriate, the Director, or the Liaison Contact should now be briefed about the grievance and its current status.

3.1.14 Grievance between committee members:

- a. The whole committee should be briefed.
- b. The grievance(s) will firstly be investigated by the Director or management as appropriate.
- c. The investigation will involve:
 - Interviews with both parties and/or witnesses
 - Assessment of relevant documentation e.g., job descriptions, policies etc.

- Preparation of a clear description of the issue
- Arranging a formal meeting between parties
- d. A meeting will be conducted by a neutral third person. This person will manage the conduct of the meeting, be impartial having no input to the content of the meeting, and will prepare a written record of the outcome(s) of the meeting.
- e. Where the service cannot identify a suitably impartial person, management will agree to invite a qualified mediator to assist.
- f. The meeting will:
 - Identify the issue(s) of concern and persons who are involved
 - Arrange all parties to be involved and to put forward their views
 - Identify alternative solutions
 - Attempt to reach a mutually satisfactory resolution of the issue(s).
- g. At formal grievance resolution meetings all parties are entitled to invite a support person to attend. This person does not provide input to the meeting, but may offer support and advice to their party during the meeting.
- h. A confidential written record of the outcome of the meeting will be given to all participants who are to acknowledge their agreement by signing the record. A signed copy will be kept with educator files.
- i. The neutral party will inform management of the meeting's outcome(s).
- j. Management will ensure that outcomes are included in job descriptions or service policies as appropriate.
- k. If one party remains dissatisfied with the meeting's outcome(s) then this should be put in writing to the management committee asking that the process be reviewed or stating that they intend to pursue the grievance further through other suitable avenues.
- l. Where the issue of grievance is between management and educators and concerns standard of work performance or work practice, then the discipline procedure will be followed.

3.2 DISCIPLINARY ACTION:

It is important that the educators are fully aware of their expectations as an employee in the service and that clear guidelines are given regarding educator's duties, code of conduct and professionalism.

- a. Management will ensure that all educators are given clear job descriptions and orientation into the position with opportunity to clarify any issues.
- b. Educators are responsible to address any concerns and clarify any issues in the job description or expectations that they are unsure of.
- c. Educators are encouraged to maintain good working relationships and have a commitment to maintaining a quality standard of work.
- d. Educators will be given clear notification should their standard of work or conduct fall below what is expected and outlined in their job description.
- e. Educators have the right to appeal against any allegation and the right to speak on their behalf or to have a union representative appear on their behalf.
- f. The following steps will be followed to deal with poor work performance or conduct. There may not be the need to go through all the steps when the issue is resolved however staff should be aware of the whole process.

Should educators fall below clearly identified standards then the Director or Management will:

3.2.1 Step 1: Verbal Warning.

- a. Give a verbal warning as soon as possible indicating the specific problem regarding the performance of their work or conduct. The issues must clearly relate to the job description.
- b. Indicate what should happen to improve the situation and how the educators can improve their performance.
- c. Identify any support needed to assist the educator to make the changes and take steps to implement these.
- d. Indicate how the improvements will be measured, and when a review will take place. (1-4 weeks depending on the circumstances)
- e. Give an opportunity for the educator to respond to the concerns and seek union representation if required.
- f. If this resolves the issue then there is no need to go any further.

3.2.2 Step 2: Written Notice.

- a. Where the problem continues to occur, the educator will be given written notice of the complaints against them.
- b. A formal documented interview with management will take place. The educator should attend and has the right to reply and discuss any complaints against them, or to be represented by a union member or other representative of their choice.
- c. The educator will be given at least 48 hours' notice of the meeting.
- d. Minutes will be taken of the meeting and copy put on the educators file and given to the educator. The educator may attach a written reply to the minutes.
- e. The aim of the meeting is to negotiate how the situation may be improved.
- f. The educator will again be given specific indication of where their performance standards are not being met, indicate where changes are required and ways of achieving these, and told the method and date of review of their performance.
- g. The educator will be granted another probationary period.
- h. The educator will be informed at this stage that termination will be considered if no changes occur.
- i. If this resolves the issue then there is no need to go any further.

3.2.3 Step 3: Final Written Warning.

- a. If the problem still persists another meeting of management should be called and the educator given notice to attend.
- b. The matter should be discussed as per the first meeting and further action considered.
- c. At this stage the educator will be given a "final written warning".
- d. Again, the educator has the right of reply and can discuss the situation. They also have the right to have a union representative or person of their choice attend the meeting.
- e. If this resolves the issue then there is no need to go any further.

3.2.4 Step 4: Termination of Employment.

- a. If the problem still continues after the 3 warnings, another special meeting of management will be called and a decision made as to the employment of the educator.
- b. If management believes that the educators' performance is unlikely to improve then the educator will be dismissed.
- c. A written notice will be given indicating date of dismissal (1 week from notice) and reasons for dismissal.

- d. The educator may be paid out in lieu of such notice.

3.2.5 Procedure for Dealing with Serious Unacceptable Behaviour:

Where an educator in the workplace:

- a. Intentionally endangers life.
- b. Is found stealing.
- c. Reports to work under the influence of drugs or alcohol.
- d. Inflicts or threatens physical or sexual abuse or harassment.

The Director or management will suspend the employee without loss of pay pending an investigation.

- e. The investigation is to be completed within 72 hours and an interview date determined.
- f. If the employee is a union member the union representative will be informed.
- g. The interview is to be attended by the Director, a nominated representative of management, the person reporting the unacceptable behaviour and the union representative if desired.
- h. The employee is to be advised formally of the findings of the investigation and the action being taken.
- i. When immediate termination is required, a dismissal notice is prepared at the interview. When continued employment is recommended a warning letter will be issued.
- j. All the relevant records will be recorded on the employee's file.
- k. If the employee is vindicated of the accusation, all relevant formal documentation is to be removed from their file.

3.3 RELIEF EDUCATORS:

- a. The service will employ relief educators on a casual basis to fill short-term vacancies or absences
- b. The Director will keep a register of relief educators, which will be maintained and updated regularly.
- c. A file recording experience, qualifications, Prohibited Employment Declaration and completed Working with Children Check, will be kept with the register
- d. Unsuccessful applicants for positions vacant who seem suitable will be asked if they would like to be placed on the relief educator list.
- e. Unless in an emergency, all relief educators will need to have been through an interview with the Director, have referees and references checked, and are deemed a fit and proper person to care for the children.
- f. When no one from the services list is available to fill the position, the Director may contact another Out of School Hours service to employ someone they recommend from their relief list
- g. When necessary to employ relief educators prior to the checking process being completed, work requirements will be modified to include additional supervision or limiting their direct access to children.
- h. Job descriptions will be drawn up for all relief educators.
- i. The Director will, where possible, provide a modified induction to the service, which will include a tour of the service, introductions to educators, a copy of the staff handbook, job description for relief educators, code of conduct and copies of relevant policies. The Director will ensure that they are fully aware of their duties and the services expectations prior to commencement.
- j. Relief educators must adhere to all areas of confidentiality.
- k. Anyone who will be collecting children from school will be given clear instructions as to the meeting place, list of children to be collected, special service identification such (so the children know they may go with that person) and a copy of the procedure for missing or absent children.

- I. All relief educators will be paid the appropriate wage and minimum hours as outlined for casual educators under the relevant award.

3.4 VOLUNTEERS, STUDENTS AND VISITORS:

3.4.1 Volunteers

All volunteers must be interviewed by the Director and provide two suitable referees and where possible references, before they will be able to work in the service. All volunteers will be required to comply with the WWCC guidelines.

- a. The Director will provide a modified induction to the service, which will include a tour of the service, introductions to educators, job description for volunteers and code of conduct.
- b. The Director will ensure that they are fully aware of their duties and the services expectations.
- c. All volunteers will be required to sign on and off.
- d. Volunteers will be given a copy of relevant policies such as behaviour management.
- e. Volunteers are not to discuss children's development or other issues with families.
- f. Volunteers must adhere to all areas of confidentiality.
- g. Volunteers should never be left alone with or in charge of any children.
- h. Volunteers will not be used to do tasks that the employed educators normally do.
- i. Volunteers will be supernumerary when calculating basic educator: child ratios, except on excursions.
- j. Volunteers will be invited to take part in social activities of the service.

3.4.2 Students

Placements will be offered to high school students who wish to gain work experience as part of a school program.

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

- k. Students will not be used to do tasks that the employed staff normally do.

3.4.3 Visitors

Visitors may be invited to the service to stimulate the children's program.

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

3.5 EDUCATOR: CHILD RATIOS:

The educator: child ratios as outlined in the National Standards will be met at all times.

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

3.6 COMMUNICATION:

3.6.1 Educators/Management

- a. Educators and management are to treat each other with respect, courtesy and understanding.
- b. Appropriate language is to be maintained at all times.
- c. The Director is the main line of communication between the educators and management.
- d. Educators can raise any issues with management through the Director. The Director will ensure that this is drawn to management's attention through the quarterly report. Any urgent matters will be addressed with management ASAP.
- e. Where necessary, educators will be invited to management meetings to discuss their concerns.
- f. Where the matter is seen as urgent, the Director may raise the issue with management prior to the meeting and discuss if there is a need for immediate action to be taken at that time.

- g. If educators have an issue, they do not wish to address with the Director they may personally write to management identifying the problem and asking for the help of management. A copy of this letter must be given to the Director.
- h. The issue should be raised at the next management meeting. The educator involved will be asked to attend the meeting to personally discuss the issue.
- i. Where there is a distinct conflict between an educator and management, the educator or management member can act on this as per the grievance procedures. A mediator or union representative can be brought in to discuss any concerns that have not been able to be resolved by the normal procedures.

3.6.2 Educators/Families

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

3.6.3 Educators/Children

- a. Educators and children are to treat each other with respect, courtesy and understanding.
- b. Educators will respect children's opinions and encourage their participation in the planning of the program and in establishing a code of behaviour for the service.
- c. Appropriate language is to be maintained at all times.

- d. Educators will use appropriate voice tone and level when talking to children. Shouting will be avoided.
- e. Educators will be supportive and encouraging and communicate to children in a friendly positive and courteous manner.
- f. Educators will greet and farewell children each session.
- g. Educators will initiate conversations with all children, and develop an understanding of the child and their interests.
- h. Educators will give praise and positive feedback to the children as often as possible.
- i. Educators will form friendly and warm relationships with the children in their care.
- j. When communicating with children, educators will ensure that they are understood and to communicate at the child's level.
- k. Children will never be singled out or made to feel inadequate at any time.
- l. Educators will not threaten or verbally abuse the children in any way.

3.6.4 Educator/Educator:

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

3.7 STAFFING ARRANGEMENTS:

- a. The service's Nominated Supervisor will be responsible for the service at all times regardless of their attendance at the service.
- b. In the absence of the Nominated Supervisor at any time, a Responsible Person will be selected to be in charge of the daily operation of the service. This person will not adopt the Nominated Supervisor's responsibilities during this time. The service will display the details of the Nominated Supervisor and Responsible Person at all times the service is operating.
- c. The service will appoint an Educational Leader and display the name of this person for families should they wish to discuss the service's programming practices.
- d. At all times the service is operating, there will be at least one educator who holds a current approved first aid, anaphylaxis and asthma management qualification.
- e. Educators will record their name and the hours they have worked directly with children each time they are working in the service. This record will also include the name of the Responsible Person, the Educational Leader, and the names of any students and visitors.

Considerations

***Education and Care Services National Regulations, National Quality Standard
Child Protection Legislation. Workplace Health and Safety Legislation. Children's Services Award 2010.***

4 SECTION D - WORK HEALTH & SAFETY

4.1 GENERAL

Policy Statement

We are firmly committed to providing a safe and healthy environment for children, educators and any visitors to the Centre. We will develop and maintain policies that enable all play and work activities to be carried out safely, and undertake all possible measures to remove or reduce risks to the health, safety and welfare of children, educators, visitors, contractors and anyone else who may be affected by our operations.

Procedure

We will provide and maintain as far as possible:

- A safe working environment.
- Safe systems of work.
- Facilities for the welfare of children and educators.
- Information, instruction, training and supervision that is reasonably necessary to ensure that each child and educator is safe from injury and risks to health.
- To consult and co-operate with workers in all matters relating to health and safety in the workplace.
- To encourage, evaluate and take seriously any concerns or suggestions raised by educators, parents or children to realise our health and safety objectives.
- To continually improve our performance through effective safety management.
- To follow recommendations of the Department of Health in times of heightened community health alerts.
- To conduct regular risk assessments to improve and refine our procedures, performance, response and facilities.

4.1.1 Each educator has an obligation to:

- Comply with safe work practices, with the intent of avoiding injury to themselves and others and damage to equipment.
- Take reasonable care of the health and safety of themselves and others.
- Wear personal protective equipment and clothing where necessary.
- Comply with any direction given by management for health and safety.
- Not misuse or interfere with anything provided for health and safety.
- Report all accidents and incidents on the job immediately, no matter how trivial.
- Report all known or observed hazards to the Nominated Supervisor.

Considerations

*Education and Care Services National Regulations, National Quality Standard,
Work Health and Safety Act 2011(NSW), Work Health and Safety Regulation 2011 (NSW)*

4.2 NUTRITION & FOOD SAFETY

Policy Statement

We will provide nutritious, good quality food that is consistent with the Dietary Guidelines for Children and Young People in Australia. We will aim to provide a relaxed and enjoyable environment for children to eat their meals and snacks ("My Time, Our Place" 1.1). High standards of hygiene will be maintained throughout all food preparation. Families will be encouraged to share recipes and traditions to enrich and support respect for and understanding of diversity ("My Time, Our Place" 1.3). Where possible we will grow our own food and use this food in our menu planning ("My Time, Our Place" 3.4).

Procedure

4.2.1 Nutrition

- a. A varied and nutritious menu will be developed taking into consideration the major food groups - grains, cereals, proteins – including dairy, fresh fruit and vegetables. Sweets and treats will be available only occasionally. Children and families will be encouraged to share family and cultural traditions, ideas and recipes to contribute to the menu.
- b. The menu will be on display for families and children at all times and be an accurate representation of the food and drink that is being served. Small nutritious snacks are available as necessary.
- c. All children's individual needs such as allergies, cultural requirements, and health needs etc. will be addressed in the menus and families advised if they will be required to supply specific foods for their child.
- d. Photos of children with allergies and food intolerances will be on public display near the kitchen for all staff members to see (prior written parental approval will be obtained). A detailed allergy folder is located in the office.
- e. Fresh drinking water will be available at all times for the children and educators.
- f. The denial of food will never be used as a punishment.
- g. Children's cooking activities will be encouraged to develop life skills.
- h. Education of healthy eating habits will be developed through ongoing example, specific activities and posters.

4.2.2 Food Safety

- a. All food will be prepared and stored in a hygienic manner as per the current Australian New Zealand Food Standards.
- b. Opened food will be stored in tightly sealed containers, away from any chemicals.
- c. Containers are to be cleaned and stored appropriately to ensure pests are not able to contaminate them.
- d. Kitchen equipment will be cleaned and stored appropriately.
- e. All perishable foods will be stored in the refrigerator and the temperature should be monitored to ensure it is less than 5°C.
- f. Educators will wear gloves when recommended by regulation in the preparation and serving of food such as morning tea and afternoon tea.
- g. Care must be taken to avoid contaminating food by only using gloves for one continuous task. If the task is discontinued or other non-food tasks undertaken while wearing the same gloves, these gloves must be discarded and replaced with a new pair before resuming any food handling and before working with ready-to-eat food after handling raw food.
- h. Gloves must be removed and discarded before:
 - Using the toilet.

- Coughing, sneezing.
 - Using a handkerchief.
 - Eating, drinking.
 - Touching the hair, scalp or body.
 - Gloves must then be replaced if food preparation continues.
- i. All cups, plates and utensils will be washed in hot, soapy water, whether by hand or in the dishwasher.
 - j. In addition to tongs and spoons used for the serving of food, both educators and children on the food serving roster, must wear gloves.
 - k. Children should be seated while eating or drinking.
 - l. Children will be encouraged not to share their drinking and eating utensils.
 - m. When conducting supervised cooking activities with the children, the educators and children will wash hands thoroughly with soap and water and wear aprons and hairnets or hats.
 - n. All rubbish or leftover food is to be disposed of immediately in lidded bins and bins emptied daily.
 - o. The service will regularly review and evaluate food-handling practices in line with current best practice guidelines from recognised authorities.

Considerations

***Education and Care Services National Regulations, National Quality Standard
National Food Standards Code (FSANZ), Food Act 2003 (NSW), Food Regulation 2010 (NSW)***

4.3 HAZARDOUS MATERIALS

Policy Statement

We aim to provide an environment that is safe, with no risk to the health and wellbeing of the children, staff or parents. We will ensure that all activities undertaken while the service is in operation will not be potentially hazardous and that all hazardous materials will be stored appropriately.

Procedure

- a. Hazardous machinery, chemicals and activities which may cause potential danger to children, staff or others in the Centre will not be used or undertaken while the service is in operation.
- b. Should any pests or vermin be identified then action should be taken to rid the Centre of the problem by initially using non-chemical methods such as physical removal, maintaining a clean environment, and use of any non-chemical products. As the Centre is on school premises, this would be undertaken according to DEC guidelines.
- c. Low irritant, environmentally friendly sprays should be used minimally and only with adequate ventilation, and preferably not in the presence of the children. As the Centre is on school premises, this would be undertaken according to DEC guidelines.
- d. Aerosol cans, such as spray paints etc., used for specific activities will only be used outside in a well-ventilated area.
- e. Upon initial orientation, all educators will be made aware of any potentially dangerous products which may pose a danger to the children and where these are stored.
- f. All relief educators will also be made aware of the products and where they are stored.
- g. All potentially dangerous products such as cleaning materials, disinfectants, flammable, poisonous and other dangerous substances, tools, toiletries, first aid equipment, and medications will be stored in the appropriate containers, clearly labelled and stored in the designated secured area which is

inaccessible to the children. Educators are responsible for ensuring that these areas remain secure and do not inadvertently provide access to these items by the children.

- h. Cleaning and hazardous products should not be stored close to foodstuffs or where storage of these products might contaminate foodstuffs.
- i. Educators should always read the label before use of any cleaning material, sprays or chemicals and be aware of appropriate first aid measures.
- j. Safety data sheets (SDS) are maintained for all cleaning and chemical products on the premises and an SDS file kept in the office.
- k. The telephone number for the poison's information Centre is posted near the telephone.

Considerations

Education and Care Services National Regulations, National Quality Standard, Work Health and Safety Act 2011(NSW), Work Health and Safety Regulation 2011 (NSW)

4.4 EXCURSIONS

Policy Statement

We plan excursions to extend the educational programming at the service. Excursions are designed to allow children to explore their physical and social environment, including their local community. ("My Time, Our Place" Outcome 2.1). Parental permission will be sought for all excursions and each excursion will be carefully planned and the potential risks assessed. Our Health and Safety policies will be taken into consideration and implemented on excursions where appropriate.

Procedures

4.4.1 Planned Excursions Will Consider:

- Children's ages, abilities and interests.
- Suitability of the venue.
- Clothing and equipment required.
- Travel arrangements.

4.4.2 A Risk Management Plan (RMP) will be prepared for each excursion.

- a. RMPs will include:
- b. The proposed route and destination for the excursion.
- c. Any water hazards.
- d. The transport to and from the proposed destination.
- e. The number of adults and children involved in the excursion.
- f. The number of educators or other responsible adults required to ensure appropriate supervision.
This number will be determined by taking into consideration the risks posed by the excursion and whether any adults with specialised skills are required.
- g. The proposed activities.
- h. The likely length of time of the excursion.
- i. The items that should be taken on the excursion, for example, first aid kit, mobile phone and a list of emergency contact numbers
- j. Verbal instructions to children on appropriate behaviour expected whilst on excursions.

4.4.3 Permission

Family permission will be obtained before any child is taken outside of the service. By signing the excursion permission form, the family member is authorising their child to attend the activities stated and travel on arranged or public transport.

4.4.4 Supervision

- a. Before the excursion, children will be informed on what to do if they become separated from the group, toilet procedures, talking to strangers etc.
- b. The numbers of educators required for the excursion will be based on the ages and developmental stage of the children attending the excursion and on a risk assessment of the excursion.
- c. Head counts must be conducted regularly throughout the duration of the excursion.
- d. Children will carry identification that clearly states the name of the service and the contact phone number.
- e. An educator must inspect all public toilets before children use them. An educator and at least one other child must accompany any child when using a public toilet.
- f. When walking the children, one educator must lead the group, another to follow at the back, and the remaining educators spaced along the group, walking on the road side of the footpath.
- g. When crossing a road, a pedestrian crossing must be used if possible. If there is no pedestrian crossing, the safest way to cross the road must be determined. One educator must step out onto the road, and if necessary, stop traffic from both directions. The remaining educators then lead children across the road.

4.4.5 Information and equipment

Information and equipment to be taken on excursions will include:

- a. A list of all children with relevant personal details and family contact phone numbers.
- b. A list of emergency procedures and contact numbers.
- c. A first aid kit, including SPF 30+ broad-spectrum water-resistant sunscreen.
- d. Any medication for children attending the excursion.
- e. A fully charged mobile phone.
- f. Other information/equipment as noted on the Risk Management Plan.

4.4.6 Lost Child

In the event that a child is lost during an excursion, one educator will remain with the group while other educators search the premises and check meeting points.

Once initial checks have been undertaken and if the lost child has not been found, the Nominated Supervisor or another educator with a Supervisor Certificate will call the Police and the family.

4.4.7 Transport

A risk assessment must be performed prior to any excursion site to which children and educators will walk. When using public or private transport it is important that each journey is risk assessed, for example, when travelling by bus:

- Ensure all bus operators hold appropriate licenses and insurance.
- Ensure they provide correct facilities i.e., wheelchair access if applicable.

Considerations

Education and Care Services National Regulations, National Quality Standard Health & Safety Policies.

4.5 MANAGEMENT OF ANIMALS

Policy Statement

Although animals are not a necessary part of the program, we believe that animals can be a valuable source of learning and enjoyment for the children. Any animals that enter the Centre must be safe and present no danger to the children in any way. Educators will ensure that everyone in the Centre will treat with respect and in a humane way all animals, at all times. Strict supervision will be maintained.

Procedures

The decision to keep a pet or have an animal (or animals) visit the service will be made by the Director, based on an observed need or value to the children. The Director will consult with parents to determine special considerations needed for children whose immunity is compromised, or who have allergies or asthma.

4.5.1 Educators will:

- a. Wash hands after contact with animals, animal products or feed or animal environments.
- b. Supervise human-animal contact, particularly involving the younger children.
- c. Display animals in enclosed cages or under appropriate restraints.
- d. Not allow food in animal contact areas; not allow animals in areas where food and drink are prepared or consumed.
- e. Clean and disinfect all areas where animals have been present.
- f. Not clean animal cages or enclosures in sinks or other areas used to prepare food and drinks.
- g. Prepare a roster to ensure appropriate feeding and care of animal.
- h. Ensure that a procedure is in place for the care of animals over the weekend, public holidays, and school development days. It may be necessary for a staff member to take the animal home with them, or alternatively a family enrolled at the service may agree to care for the animal on these days.
- i. Maintain adequate supervision of the children and animals at all times.
- j. Follow the service's policies in relation to risk assessment, providing a child safe environment and/or any incidents or injuries sustained as a result of an interaction with an animal.

4.5.2 Minimising risk to health and safety

- a. All children will be supervised when they have contact with animals.
- b. Children should be discouraged from putting their face close to animals or playing with animals while animals are eating.
- c. Gloves will be worn when handling animal faeces, emptying litter trays and cleaning cages.
- d. Children and educators must wash their hands thoroughly after touching animals and cleaning their cage/litter trays.

Considerations

***Education and Care Services National Regulations, National Quality Standard
Management of Injury, Illness, Incident and Trauma policy
Companion Animals Act 1998, Prevention of Cruelty to Animals Act 1979***

4.6 PERSONAL PROTECTIVE EQUIPMENT

Policy Statement

Educators will wear appropriate clothing to protect themselves from the elements and potential trip hazards.

Shoes enclosing the foot and toes must be worn and must stay firmly on the foot when walking or running.

Aprons must be worn during cooking and any messy activities to protect soiling of personal clothing.

Protective clothing such as hats that protect the face, ears and neck, tops with sleeves and collars or covered necklines and longer style skirts, shorts or trousers must be worn while outside in the sun.

Gloves will be worn for food preparation, wound care, cleaning of bodily fluids or any other activity where hygiene is paramount.

Procedure

4.6.1 Sun Protection

- a. We aim to protect the children from the harmful rays of the sun whilst ensuring enough exposure to maintain adequate vitamin D levels to keep bones and muscles strong and healthy. All educators will model appropriate sun protection behaviour and enforce the sun protection policy.
- b. Educators and children will wear protective clothing when outside such as hats that protect the face, ears and neck.
- c. All educators will be required to wear tops with sleeves and collars or covered necklines and longer style skirts, shorts or trousers and be a role model regarding proper sun protection measures.
- d. Children who do not have a hat must play in a shaded area and educators will enforce this rule.
- e. Outdoor activities will be held in shaded areas whenever possible.
- f. When planning all outdoor activities (including excursions) sun protection will be included in the risk assessments for participation.
- g. SPF 50+ broad-spectrum water-resistant sunscreen will be available at the service for children and educators to use.
- h. Wherever possible, staff will seek out shade when undertaking outdoor supervision in months where the UV Alert is 3 or above.

Considerations

Education and Care Services National Regulations, National Quality Standard, Staff Handbook, Work Health Safety Act 2011 (NSW), NSW SunSmart Cancer Council

4.7 EMERGENCY & EVACUATION

Policy Statement

We will provide an environment that ensures the safety and wellbeing of the children at all times ("My Time, Our Place" 1.1, 3.1). All children and educators will be aware of, and practised in emergency and evacuation procedures. In the event of an emergency, natural disaster, or threats of violence these procedures will be immediately implemented.

Procedure

- a. A risk assessment will be conducted by educators and management annually to review and refine emergency procedures.
- b. Emergency evacuation procedures and floor plans will be clearly displayed in a prominent position near the main entrance.

- c. All educators, including relief staff, will be informed of the procedure and their specific duties. Educators will make arrangements as to duties undertaken in the absence of other educators.
- d. Educators will discuss the emergency procedures with the children and the reasons for practising the drills prior to each emergency drill being undertaken and encourage children to discuss possible emergency scenarios. Following each drill, children should be reassured and their suggestions and comments welcomed for how the drill might be improved to provide them with a sense of control and understanding of the process (My Time, Our Place" 4.2).
- e. Children and educators will practice the fire emergency procedure twice a year and once a year for lockdown at both before school and after school sessions in accordance with DEC guidelines for schools.
- f. All emergency drills will be recorded with date, time and length of time it took to leave building. Additional comments on recommendations for improvements can also be included in the record.
- g. No child or educator is to go to their bags to collect personal items during an emergency evacuation. This would lead to confusion and delays.
- h. The service will maintain a fire blanket, smoke and heat detector and have them checked regularly as per manufacturer instructions.
- i. Fire extinguishers will be installed and maintained by DEC in accordance with Australian Standard 2444. Educators will be instructed in their operation.
- j. Educators will only attempt to extinguish fires if the fire is small, there is no threat to their personal safety and they feel confident to operate the extinguisher and all the children have been evacuated from the room.

4.7.1 Evacuation Plan

The evacuation plan includes:

- a. Clearly mapped out routes to exit the building, suitable for all ages and abilities.
- b. A safe assembly point away from access of emergency services.
- c. An alternative assembly area in case the first one becomes unsafe.
- d. Prepared emergency backpack to be located near exit to contain a list of current emergency numbers for services, children, families and staff, first aid kit, EPIPEN, asthma reliever such as Ventolin, mobile phone and water.
- e. List of items to be collected and by whom.
- f. Educator's duties in the emergency.
- g. Educators will be pre-nominated to:
- h. Make the announcement to evacuate, identifying where and how.
- i. Collect children's attendance sheets.
- j. Collect the emergency backpack.
- k. Call Emergency Personnel (000).
- l. Check that all persons have been vacated from the building and surrounding playground and that all doors and windows are closed as far as possible, to reduce the spread of a fire. Proceed to assembly point collecting any "strays" and report to Director upon arrival at assembly point.
- m. If safe to do so, await Emergency Services at gate with key to unlock gates for entry. Proceed then to assembly point.
- n. Supervise the children at the assembly area, and take a roll call of children. Educators should be aware of any visitors.
- o. When the emergency service arrives, the Director, easily identified by a white hat, will inform the officer in charge of the nature and location of the emergency and if there is anyone missing.
- p. No one should re-enter the building until the officer in charge has said it is safe to do so.

4.7.2 Bushfires

Although the Centre itself is not located in the bushfire zone, two of the exits, however, lead into the bushfire zone. Only the Tristania Place exit will be used for evacuation purposes unless otherwise directed by emergency personnel.

- a. Upon noticing smoke or flying embers, children will be brought inside the Centre and the website of the Rural Fire Service (RFS) consulted for information of any neighbouring bushfires and the level of danger (rfs.nsw.gov.au). The Bush Fire Information Line (1 800 679 737) can also provide more information.
- b. The RFS sends an Emergency Alert text message or phone call to all properties in the immediate vicinity of a bushfire, but as fires can threaten suddenly, sole reliance on this warning is not recommended. The alert has three (3) levels of warning:
- c. Advice – A fire has started. There is no immediate danger. Stay up to date in case the situation changes.
- d. Watch and Act – There is a heightened level of threat. Conditions are changing and you need to start taking action.
- e. Emergency Warning – This is the highest level of bush fire alert. You may be in danger and need to take action immediately. Any delay now puts life at risk.
- f. Should the alert level be Advice and the smoke level is high, children will be kept inside the building with windows and doors closed and special attention given to asthmatics. Constant monitoring of the RFS website and outside conditions will be undertaken.
- g. Should the alert level be Watch and Act, we will vacate the Centre and seek alternative shelter at a designated location. This location will be within walking distance of the school and out of the bush zone so as not to be affected by road closures.

4.7.3 Evacuation Plan - Bushfire

The evacuation plan includes:

- a. Clearly mapped out routes to exit the building, suitable for all ages and abilities.
- b. Exit the school through Tristania Place unless otherwise advised by emergency personnel and walk to the safe assembly point.
- c. An alternative assembly area in case the first one becomes unsafe.
- d. Prepared emergency backpack to be located near exit to contain a list of current emergency numbers for services, children and families and staff, first aid kit, EPIPEN, Ventolin and water.
- e. List of items to be collected and by whom.
- f. Educator's duties in the emergency.
- g. Educators will be pre-nominated to:
- h. Make the announcement to evacuate, identifying where and how.
- i. Collect children's attendance sheets.
- j. Collect the emergency backpack.
- k. Call Emergency Personnel (000).
- l. Check that all persons have been vacated from the building and that all doors and windows are closed. Proceed to assembly point.
- m. Supervise the children at the assembly area, and take a roll call of children. Educators should be aware of any visitors.
- n. Notify parents of action taken and assembly point.

4.7.4 Lockdown Procedure

- A lockdown occurs when there is a severe natural disaster, storm or threatening individual on the premises.
- All of the children and staff shall congregate indoors in a secure place as far as possible away from windows and doors.
- All blinds are to be drawn and windows and doors locked. Quiet group activities take place until management states otherwise.
-

Emergency Lockdown Procedure

- a. Don't panic — make the announcement for emergency lockdown.
- b. Bring all children indoors immediately.
- c. Draw all blinds, lock all windows and doors immediately.
- d. Call appropriate emergency services.
- e. Director to gather daily sign-in sheets.
- f. Educators to gather all children to a secure area of the room which has been previously designated.
- g. Director to commence a head count of all children, educators and any student volunteers.
- h. Educators to begin quiet activities with all children to keep them calm.
- i. Children will not be permitted to resume normal play until it has been determined that a safe environment has been restored and the threat has been removed.

4.7.5 Harassment and Threats of Violence

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

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

- a. Calmly and politely ask them to leave the service or the vicinity of the children.
- b. Be firm and clear and remember that the primary duty is to the children in care.
- c. If the person(s) refuse to leave, explain that it may be necessary to call the police to remove them.
- d. If they still do not leave, call the police.
- e. If the Director is unable to make the call, another educator shall do so. Educators should liaise with team members in advance to determine a code phrase that will alert another team member to a potential threat situation and prompt them to contact police.
- f. Where possible, educators will calmly move the children away from the threatening person(s).
- g. No educator should attempt to physically remove the unwelcome person. The educator should try to remain calm and also keep the person(s) calm and as far away as possible from the children.
- h. Wait for the police to arrive.

4.7.6 Children being Violent

When a child attending the Centre is violent towards another child or educator and that person's safety is clearly threatened, the educator may use appropriate physical force to ensure that children and educators are protected from foreseeable risks of injury. Educators are not expected to place their own safety at risk in responding to violence or aggression.

- a. The educator will relocate any child at harm to a safe area and try to calm the violent child.
- b. If unsuccessful with non-contact measures to calm the child and there is danger of physical harm to another child, then mild restraint of the violent child is used as a last resort.

- c. The parent(s) of the violent child or children will be informed of the incident and what actions were taken by educators. The incident and the conversation with the parent(s) will be recorded.
- d. The parent(s) of other children affected by any violent act will be informed of the incident and what action was taken by the educators. The incident and the conversation with the parent(s) will be recorded.
- e. Should violent behaviour be a repeated occurrence and children and educators are at risk of harm, the Centre reserves the right to exclude the child or children from attending the Centre; this may be a temporary or permanent measure. Exclusion will only be considered after:
- f. The child's family has been notified and given the opportunity to discuss their child's behaviour.
- g. Educators, Nominated Supervisor and management have given careful consideration to the problem.
- h. Adequate support and counselling are sought (if necessary).
- i. Clear procedures have been established for accepting the child back into the service.

4.7.7 Sighting of a Dangerous Animal, Insect or Reptile

The following procedure shall be followed:

- Do not panic.
- Remove all children from the immediate area and take all children inside as quickly as possible, in a CALM manner.
- All children and staff to stay indoors until the animal or reptile catcher arrives.

Considerations

*Education and Care Services National Regulations, National Quality Standard
Providing a Child Safe Environment Policy, Excursion Policy, Behaviour Guidance Policy
Work, Health and Safety Act (2011)*

4.8 ADMINISTRATION OF FIRST AID

Policy Statement

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

Procedure

The nominated supervisor will ensure that a minimum of one educator with current qualifications in senior first aid, asthma management and anaphylaxis management is present at all times.

- a. We will endeavour to have all educators holding a current first aid qualification.
- b. The Centre will budget for the cost of the first aid course or renewal for each educator as part of the training budget.
- c. A current first aid certificate or willingness to undergo training will be advertised as a requirement for all new permanent positions.
- d. A fully stocked and updated first aid kit will be kept in the designated place in the Centre.
- e. Educators are to ensure that this is easily accessible to all educators and volunteers and kept inaccessible to the children.
- f. The first aid kit will contain the minimum equipment suggested by the Red Cross or St John's Ambulance and a first aid manual will be kept at the Centre.
- g. A separate travelling first aid kit will be also maintained and taken on all excursions.

- h. An inventory of the first aid kit will be maintained and updated by a designated educator ensuring a fully stocked kit and all items are within the use by date. The inventory will be signed off by the Nominated Supervisor.
- i. The checklists may be requested for sighting by management or from the NSW regulatory authority.
- j. At orientation, educators and volunteers will be made aware of the first aid kit, where it is kept and their responsibilities in relation to it.
- k. A cold pack will be kept in the freezer for treatment of bruises and swelling.
- l. Qualified first aiders will only administer first aid in minor accidents. In more serious accidents, first aiders will stabilise the victim until expert assistance arrives.
- m. Telephone numbers of emergency contacts, local doctor and poisons Centre will be located next to the phone.
- n. In the event of an emergency, the educator administering the first aid must not leave the patient until emergency services or the parent arrives. A second educator should make all emergency calls.

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

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

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

Considerations
Education and Care Services National Regulations,
National Quality Standard, National Law s174, 2.1

4.9 MANAGEMENT OF INCIDENT, INJURY, ILLNESS & TRAUMA

Policy Statement

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

Procedure

4.9.1 Enrolment Information

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

4.9.2 Incident, injury or trauma to a child whilst in the service

- a. If a child, educator or visitor has an accident while at the Centre, an educator who holds a first aid certificate will attend to them immediately.
- b. Anyone injured will be kept under adult supervision until they recover and an authorised person takes charge of them.
- c. In the case of a major incident, injury, illness or trauma at the service requiring more than basic first aid, the first aid attendant will:
 - Assess the injury, and decide whether the injured person needs to be attended to by a doctor or whether an ambulance should be called.
 - The educator in charge or nominated supervisor will be advised of their decision.
 - If it is determined that the injury is serious, the first priority is to get immediate and proper medical attention and also notify families and emergency contacts straight away where possible.
 - Attend to the injured person and apply first aid as required.
- d. Educators will ensure that disposable gloves are used with any contact with blood or bodily fluids as per the infectious disease policy.
- e. Educators will stay with child until suitable help arrives, or further treatment taken.
- f. The educators will try to make the child comfortable and reassure them that they will be ok and that their families have been called.
- g. If an ambulance is required and the child is taken to hospital, an educator will accompany the child and take the child's medical records with them.
- h. The Centre will notify the family or emergency contact person immediately with information on action taken to include clear directions of where the child is being taken (e.g., hospital). Every effort must be made not to cause panic and to provide informative and minimum detail regarding the extent of the injuries leaving it to medical staff to provide more detail.
- i. Ensure that all blood or bodily fluids are cleaned up in a safe manner.
- j. Ensure that anyone who has come in contact with any blood or fluids washes their hands in warm soapy water.

- k. Try to reassure the other children and keep them calm and away from the child but keeping them informed about what is happening.
- l. Accidents which result in death, serious incident, injury, illness and trauma to a child must be reported within 24 hours to:
 - The ambulance services
 - The police
 - Family or emergency contact person
 - Regulatory Authority

Complete a Centre accident report and a serious incident report for the regulatory authority using form S101 Notification of Serious Incident

4.9.3 Death or serious injury to a child or educator during Centre hours

- a. The Centre will notify the family or emergency contact person that a serious incident has happened and advise them to contact the relevant medical agency.
- b. Only a qualified medical practitioner can declare a person is deceased, therefore educators should ensure the parents are only advised that the injury is serious and refer them to the medical agency (i.e., hospital) where the child has been taken. This information should be provided in a calm and extremely sensitive manner.
- c. The site of the accident should not be cleared or any blood or fluids cleaned up until after approval from the Police.
- d. All other children should be removed away from the scene and if necessary, parents contacted for early collection of children. The children should be reassured and notified only that a serious incident has occurred.

4.9.4 Death or serious injury to a child or educator outside of Centre hours

- a. Educators must be prepared to handle all incidents in a professional and sensitive manner. In the event of tragic circumstances such as the death of a child or educator, the educators will endeavour to minimise trauma to the other educators and children in the service.
- b. If a child is the deceased, the Director/Nominated Supervisor will make contact with the child's school to liaise with them regarding the school's response to the event.

4.9.5 Reporting of Serious Incident, Injury and Trauma

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

4.9.6 How to decide what is a 'serious incident'

An incident, injury, trauma or illness will be regarded by the service as a serious incident if:

- a. Death of a child while being cared for by the Centre, or death following an incident at the Centre.

- b. If more than basic first aid was required and urgent medical attention for the child was sought by a registered medical practitioner.
- c. Attendance at hospital, or ought reasonably to have attended hospital, in connection with the incident, injury, trauma or illness (e.g., whooping cough, broken limb, anaphylaxis reaction).
- d. Any incident involving the attendance of emergency services at the Centre or where their attendance should have been sought.
- e. Appears to be missing or cannot be accounted for.
- f. Appears to have been taken or removed from the Centre without permission.
- g. Is mistakenly locked in or locked out of the Centre.

4.9.7 Illness

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

Considerations

*Education and Care Services National Regulations, National Quality Standard
Work, Health and Safety Act 2011, NSW Department of Health Guidelines,
Staying Healthy in Child Care (5th Edition)*

4.10 DEALING WITH INFECTIOUS DISEASES

Policy Statement

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

We respect the right of individual parents whether to immunise or not to immunise their children. However, children who are not immunised will be excluded for the period of an outbreak that is a vaccine-preventable disease. Proof of immunisation will be sought at the enrolment stage and recorded in the enrolment form. If proof of immunisation is not shown then the Centre requires further documentation in line with Department of Health NSW Act - The Public Health Amendment (Vaccination of Children Attending Child Care Facilities) Act 2013 came into force on 1 January 2014.

Procedure

Prevention

- a. Universal precautions will be consistently applied across service practices to ensure prevention of the spread of infections is effective.
- b. A regularly updated copy of the Department of Health guidelines on infectious diseases will be kept at the service for reference by staff, management and families.
- c. If a child is showing symptoms of an infectious disease whilst at home, families are not permitted to bring the child to the service. Children who appear unwell when being signed in by their family will not be permitted to be left at the service.
- d. Hand washing will be practised by all educators and children upon entering the service, before preparing or eating food and after all dirty tasks such as toileting, cleaning up any items, wiping a nose, before and after administering first aid, playing outside or handling an animal.
- e. The service will be cleaned daily and rosters maintained as evidence of the cleaning tasks being undertaken.
- f. All toilet facilities will have access to a basin or sink with running water and soap and paper towel for washing and drying hands.
- g. Women and girls will have access to proper feminine hygiene disposal.
- h. Soap and paper towels will also be available in the kitchen area.
- i. All toilets, hand basins and kitchen facilities used by the service will be cleaned and disinfected daily. General surfaces will be cleaned with detergent after each activity and at the end of the day and all contaminated surfaces will be disinfected.
- j. Toys will be washed, cleaned and disinfected on a regular basis with material items such as dress ups and cushion cover laundered as required.
- k. Educators will maintain and model appropriate hygiene practices and encourage the children to adopt effective hygiene practices.
- l. Informal education in proper hygiene practices will be conducted on a regular basis, either individually or as a group through conversations, planned experiences, inclusion in service routines and reminders.
- m. All educators will be advised upon appointment to the position to maintain their immunity to common childhood diseases, tetanus and Hepatitis B through immunisation with their local health professional.
- n. The service will follow any public health advice including that of wearing of masks, vaccinations or contraindication form for all adults working on school sites and ensuring there is ventilation in indoor areas.
- o. Risk assessments and procedures will be reviewed and updated as the health advice and restrictions change.

4.10.1 Management of Infectious Diseases

- a. Children and staff with infectious diseases will be excluded from the service for the period recommended by the NSW Health.
- b. Where there is an outbreak of an infectious disease, each enrolled child's family/emergency contact will be notified within 24 hours under ordinary circumstances. The service will maintain confidentiality when issuing the notification and ensure it is not prejudicial or identify any children.
- c. In the event of an outbreak of vaccine-preventable disease at the service or school attended by children at service, parents of children not immunised will be required to stay at home for the duration of the outbreak, for their own protection.
- d. If a child develops symptoms of a possible infectious disease whilst at the service, their family will be contacted to take the child home. Where they are not available, emergency contacts will be called to ensure the child is removed from the service promptly.
- e. The service and school will be closed and deep cleaning as per recommended practices.

Safe Practices

- a. All staff dealing with open sores, cuts and bodily fluids shall wear disposable gloves and practice universal precautions.
- b. Staff with cuts, open wounds or skin diseases such as dermatitis should cover their wounds and wear disposable gloves.
- c. Disposable gloves will be properly and safely discarded and educators are to wash their hands after doing so.
- d. If a child has an open wound it will be covered with a waterproof dressing and securely attached.
- e. If bodily fluids or blood gets on the skin but there is no cut or puncture, wash away with hot soapy water.
- f. In the event of exposure through cuts or chapped skin, promptly wash away the fluid and wash in cold or tepid soapy water.
- g. In the event of exposure to the mouth, promptly spit it out and rinse mouth with water several times.
- h. In the event of exposure to the eyes, promptly rinse gently with cold or tepid tap water or saline solution.
- i. In the event of having to perform CPR, disposable sterile mouth masks are to be used, or if unavailable a piece of cloth. The staff person in charge of the first aid kit will ensure that a mask is available in the kit at all times.
- j. Any exposure should be reported to the Director/Nominated Supervisor and management to ensure proper follow up procedures occur.
- k. Staff will consider the resources they are using when assisting school age children when toileting to ensure they are age appropriate and ensure privacy for the child and ease of use by staff.
- l. Any soiled clothing shall be handled using disposable gloves and be placed in a sealed plastic bag for the parents to take home for laundering. The service will never rinse soiled clothing.
- m. Any blood or bodily fluid spills will be cleaned up immediately, using gloves and the area fully disinfected. Cloths used in cleaning will be wrapped in plastic bags and properly disposed of according to current infection control guidelines.
- n. The Public Health Unit will be notified if any child contracts a vaccine-preventable disease.**
- o. The decision to exclude or re-admit a child or staff member will be the responsibility of the Director based on the child's symptoms, medical opinion and NSW Health guidelines for children who have an infectious disease or who have been exposed to an infectious disease.
- p. The Director or staff members have the right to refuse access if concerned about the child's health.

- q. Children and staff with diarrhoea will be excluded for 24 hours after the symptoms have disappeared or after a normal stool.
- r. A doctor's clearance certificate will be required for all infectious diseases such as measles, mumps diphtheria, hepatitis A, polio, tuberculosis, typhoid and paratyphoid before returning to the service.

4.10.2 Management of HIV/AIDS/Hep B and C

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

Considerations

*Education and Care Services National Regulations, National Quality Standard
Disability Discrimination Act 1992, NSW Anti-discrimination Act 1977, Work Health and Safety Act 2011
Staying Healthy in Child Care (5th Edition), NSW Dept. of Health guidelines*

4.11 DEALING WITH MEDICAL CONDITIONS AND MEDICATION ADMINISTRATION

Policy Statement

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

Procedure

4.11.1 Dealing with medical conditions

- a. Families will be asked to inform the service of any medical conditions the child may have at the time of enrolment. This information will be recorded on the child's enrolment form.
- b. Upon notification of a child's medical condition, the service will provide the family with a copy of this policy in accordance with regulation 91.
- c. Specific or long-term medical conditions will require the completion of a medical management plan developed in conjunction with the child's doctor and family.
- d. It is a requirement of the service that a Risk Minimisation and Communication Plan is developed in consultation with the child's family.

4.11.2 Content of the management plan will include:

- a. Identification of any risks to the child or others by their attendance at the service.
- b. Identification of any practices or procedures that need adjustment at the service to minimise risk e.g., food preparation procedures.
- c. Process and time line for orientation or training requirements of educators.
- d. Methods for communicating between the family and educators if there are any changes to the child's medical management plan.
- e. The medical management plan will be followed in the event of any incident relating to the child's specific health care need, allergy or relevant medical condition.
- f. All educators including volunteers and administrative support will be informed of any special medical conditions affecting children and orientated regarding the necessary management.
- g. In some cases, specific training will be provided to educators to ensure that they are able to effectively implement the medical management plan.

4.12 ALLERGIES & LONG TERM CONDITIONS

- a. Where a child has an allergy, the family will be asked to supply information from their doctor explaining the effects if the child is exposed to whatever they are allergic to and to explain ways the educators can help the child if they do become exposed.
- b. Where possible the service will endeavour to not have that allergen accessible in the service.
- c. All medical conditions including food allergies will be placed on a noticeboard near the kitchen area. Written permission from the family will be obtained to publicly display the information. It is deemed the responsibility of every educator at the service to regularly read and refer to the list.
- d. All relief staff will be informed of the list on initial employment and provided orientation on what action to take in the event of a medical emergency involving that child.
- e. Where a child has a life-threatening food allergy and the service provides food, the service will endeavour not to serve that particular food allergen when the child is in attendance, and families will be advised not to supply that allergen for their own children. Families of children with an allergy may be asked to supply a particular diet if required (e.g., soy milk, gluten free bread).
- f. Where medication for treatment of long-term conditions such as asthma, diabetes, epilepsy, anaphylaxis or ADHD is required, the service will require an individual medical management plan from the child's medical practitioner or specialist detailing the medical condition of the child, correct dosage of any medication as prescribed and how the condition is to be managed in the service environment.
- g. In the event of a child having permission to self-medicate this must be detailed in an individual medical management plan including recommended procedures for recording that the medication has been administered. The doctor must provide this plan.
- h. Procedures the centre will follow in the event of an ASTHMA/ANAPHYLAXIS/DIABETIC emergency are as follows:

ANAPHYLAXIS

EMERGENCY	STAFF MEMBER	PROCEDURE
Anaphylaxis	<p>DIRECTOR plus all First Aiders to attend patient and liaise with emergency services.</p> <p>All other Educators to supervise children</p>	<ol style="list-style-type: none"> 1. STAFF MEMBER IDENTIFYING CHILD WITH SYMPTOMS TO SEND FOR HELP. 2. First Aiders Assess and advise other staff 3. Lay patient flat, if breathing is difficult raise head and shoulders slightly (lean back on an upside-down kindy chair or have a staff member sit behind and support) 4. 2 x First Aid trained staff attend with EPIPEN / VENTOLIN and major kit and phone, one primary First Aider and one secondary to assist. 5. Secondary First Aider to call '000' for an ambulance. State this is an emergency with an anaphylactic child. 6. All other First Aid staff on standby. 7. FOLLOW ASCIA ACTION PLAN AND ANAPHYLAXIS FIRST AID and instructions given by 000 operators 8. Administer EPIPEN adrenaline (e.g., auto injector), and/or asthma medication for respiratory symptoms. NOTE TIME GIVEN 9. Prevent further exposure to the triggering agent if possible - wash patient's hands and wipe mouth 10. Further adrenalin should be given if no response after five minutes. NOTE TIME GIVEN 11. If breathing stops follow the DRSABCD 12. All other Educators to move all children away from the incident, In to the centre if the patient is outside over to the Turf area if the incident is in the Centre. 13. Take Roll-Call
	Senior Staff	A senior staff member NOT directly applying First Aid should call parents to advise as soon as possible.
	<p>Primary First Aider</p> <p>Secondary First Aider</p>	<p>When the emergency has been resolved follow Centre Policy to document</p> <ul style="list-style-type: none"> • To Daily Report • To <i>Illness, Incident and Injury Report</i> • To Incident log • Have all documents and medication charts witnessed and signed by Secondary First Aider • Complete and log SI01 to NQITS website within 24 hours • Replace medication where necessary • Debrief staff, assess if counselling is required. • Update Risk Minimisation and Communication Plan

ASTHMA

EMERGENCY	STAFF MEMBER	PROCEDURE
Asthma	DIRECTOR plus all First Aiders	<ol style="list-style-type: none"> 1. STAFF MEMBER IDENTIFYING CHILD WITH SYMPTOMS TO SEND FOR HELP. 2. First Aiders Assess and decide if child can be moved. If the child's breathing is limited DO NOT MOVE. 3. Settle into a comfortable position with head and shoulders slightly raised (lean back on an upside- down kindy chair or have a staff member sit behind and support) 4. 2 x First Aid trained staff attend with VENTOLIN and major kit and phone, one primary First Aider and one secondary to assist. <p>SEVERE SYMPTOMS</p> <ol style="list-style-type: none"> 5. If symptoms are severe Primary First Aider must commence Asthma First Aid, NOTE TIME AND DOSAGE GIVEN and 6. Secondary First Aider must call '000' for an ambulance. State this is an emergency with an asthmatic child. Follow instructions given by 000 operators 7. All other First Aid staff on standby. <p>If the child is still able to talk and is not distressed follow their personal ASTHMA ACTION PLAN. NOTE TIME & DOSAGE GIVEN</p> <ol style="list-style-type: none"> 8. Monitor and assess respiratory symptoms continuously. 9. If symptoms worsen administer Ventolin 4-6 puffs every 4 minutes as per Asthma First Aid and call 000. NOTE TIME & DOSAGE GIVEN 10. If breathing stops follow the DRSABCD 11. All other Educators to move all children away from the incident, In to the centre if the patient is outside over to the Turf area if the incident is in the Centre. 12. Take Roll-Call
	SENIOR STAFF	A senior staff member NOT directly applying First Aid should call parents to advise as soon as possible.
	Primary First Aider Secondary First Aider	<p>When the emergency has been resolved follow Centre Policy to document</p> <ul style="list-style-type: none"> • To Daily Report • To <i>Illness, Incident and Injury Report</i> • To Incident log • Have all documents and medication charts witnessed and signed by Secondary First Aider • Complete and log SI01 to NQITS website within 24 hours • Replace medication where necessary • Debrief staff, assess if counselling is required. • Update Risk Minimisation and Communication Plan

DIABETES

EMERGENCY	STAFF MEMBER	PROCEDURE
DIABETIC EMERGENCY What is a Diabetic Emergency? TOO MUCH OR TOO LITTLE INSULIN IS A COMMON LIFE-THREATENING OCCURRENCE. Insufficient insulin causes blood glucose to become too high - hyperglycaemia Too much insulin causes low blood glucose, - hypoglycaemia.	DIRECTOR plus all First Aiders	<ol style="list-style-type: none"> STAFF MEMBER IDENTIFYING CHILD WITH ILLNESS TO SEND FOR HELP. First Aiders assess and decide if child can be moved. If uncertain DO NOT MOVE. Settle into a comfortable position lying down unless there is difficulty with breathing then raise head and shoulders slightly raised. 2 x First Aid trained staff attend with major kit and phone, one primary First Aider and one secondary to assist. Primary First Aider must commence assessment (DRSABCD) and if required Secondary First Aider must call '000' for an ambulance. Follow instructions given by 000 operators. All other First Aid staff on standby. Apply First Aid as per table below, monitor and assess continuously. If breathing stops follow the DRSABCD All other Educators to move all children away from the incident, In to the centre if the patient is outside over to the Turf area if the incident is in the Centre. Take Roll-Call
	SENIOR STAFF	A senior staff member NOT directly applying First Aid should call parents to advise as soon as possible.
	Primary First Aider Secondary First Aider	<p>When the emergency has been resolved follow Centre Policy to document</p> <ul style="list-style-type: none"> To Daily Report To <i>Illness, Incident and Injury Report</i> To Incident log Have all documents and medication charts witnessed and signed by Secondary First Aider Complete and log SI01 to NQITS website within 24 hours Replace medication where necessary Debrief staff, assess if counselling is required. Update Risk Minimisation and Communication Plan

DIABETES FIRST AID

	Hyperglycaemia	Hypoglycaemia
	Insufficient insulin causes blood glucose to become too high - hyperglycaemia	Too much insulin causes low blood glucose, - hypoglycaemia.
History	High-sugar foods consumed, excessive foods consumed, missed or lost medication	Missed meal, high activity levels, too much medication
Onset	Gradual, slow	Quick
Signs & Symptoms	Thirst, nausea, symptoms of dehydration, excessive urination, possible abdominal pain, dry mouth	Hunger, weakness, headache, trembling, numbness in hands and feet, unsteady gait
Response	Restless, aggressive, gradual loss of consciousness	Restless, aggressive, irritable, drowsy, confusion
Breathing	Rapid and deep, sighing breaths, possible sweet odour	Normal to rapid, odourless
Circulation	Tachycardia, rapid weak pulse, warm-dry skin	Rapid, weak pulse, pale-clammy skin
Treatment	If conscious and cooperative, assist with measuring blood glucose and medicating	Some people with diabetes will have sugar source, which can be applied to the inside of the cheek or swallowed. Do not insert your fingers into someone's mouth. Consider using a tongue depressor, a pen, or anything else as long as it does not pose a choking hazard. Ensure patient is sufficiently conscious for oral treatment
	Call emergency services if the person is unable to assist with this task or if they're unconscious. *Never *be tempted to inject insulin. You can easily kill someone.	Examples of 15 grams of simple sugar: <ul style="list-style-type: none"> ✓ Glucose gel or tablets ✓ 1 tablespoon cane sugar or honey ✓ 2 tablespoons of raisins ✓ Hard candy, sugared gum, or jellybeans ✓ 1/2 cup juice, or a non-diet soda
		If the person is unconscious, prioritize, and call emergency services
Some people may have a glucagon kit prescribed by their provider for hypoglycaemic emergencies. If glucagon is needed, follow the manufacturer's instructions		

4.13 ADMINISTRATION OF MEDICATION

Policy Statement

We aim to ensure the proper care and attention to all children through following specific guidelines regarding all medications given to the children.

To ensure the interests of staff, children and parents are not compromised, medication will only be administered with the explicit permission of the parents, or, in the case of an emergency with the permission of a medical practitioner.

Specific consideration will also be given to children who are carrying medication in their school bags.

Procedure

- a. Families who wish for medication to be administered to their child or have their child self-administer the medication at the service must complete a medication form providing the following information:
 - Name of child.
 - Name of medication.
 - Details of the date, time and dosage to be administered. (General time, e.g., lunchtime will not be accepted.)
 - Where required, indicate if the child is allowed to administer the medication themselves or have an educator do it.
 - Signature of family member.
- b. Medication must be given directly to an educator and not left in the child's bag. Educators will store the medication in a designated secure place, clearly labelled with a prescription or pharmacy label showing name, dosage, and doctor's name and ensure that medication is kept out of reach of children at all times.
- c. Prescription medication will only be administered to the child for whom it is prescribed, from the original container bearing the child's name and with a current use by date. Non-prescription medication will not be administered at the service unless authorised by a doctor.
- d. If anyone other than the parent is bringing the child to the service, a written permission note from the parent, including the above information, must accompany the medication.
- e. Permission for a child to self-medicate will be administered with the families written permission only, or with the verbal approval of a medical practitioner or parent in the case of an emergency.
- f. In the event that a case of emergency requires verbal consent to approve the administration of medication, the service will provide written notice to the family as soon as practical after administration of the medication.
- g. Before medication is given to a child, the educator (with current First Aid Certificate) who is administering the medication will verify the correct dosage for the correct child with another educator who will also witness the administration of the medication.
- h. After the medication is given, the educator will record the following details on the medication form:
 - Name of medication.
 - Date, time, dosage.
 - Name and signature of person who administered.
 - Name and signature of person who verified and witnessed.

An exception to the procedure is applied for asthma medication for severe asthmatics in which case the child may carry their own medication on their person with parental permission.

- a. Where a child carries their own asthma medication, they should be encouraged to report to an educator their use of the puffer as soon as possible after administering and the service maintain a record of this medication administration including time, educator advised and if the symptoms were relieved. The information will be noted on the Daily Report.
- b. Where a medical practitioner's approval is given, educators will complete the medication form and write the name of the medical practitioner for the authorisation.
- c. An authorisation is not required in the event of an asthma or anaphylaxis emergency; however, the authorisation must be sought as soon as possible after the time the parent and emergency services are notified.

Considerations

***Education and Care Services National Regulations, National Quality Standard
Disability Discrimination Act 1992, NSW Anti-discrimination Act 1977
Work Health and Safety Act 201, Individual Medical Management Plans***

4.14 PROVIDING A CHILD SAFE ENVIRONMENT

Policy Statement

We provide an environment that ensures the safety, health and wellbeing of children at all times. The welfare and protection of all children is of paramount importance.

Educators will maintain the premises and equipment adhere to procedures regarding safe practices and operate in line with legislative requirements relating to child protective practices and the Education and Care Services National Regulations and Law. Further information can be found at this link to the main website <https://www.facs.nsw.gov.au/families/childstory>.

Educators and management are aware of their legal responsibility as Mandatory Reporters to take action to protect and support children they suspect may be at significant risk of harm.

Educators will ensure that children are adequately supervised at all times and that every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury or trauma (National Quality Standards 2.3.1 & 2.3.2).

Procedures

4.14.1 Child Protection

It is every child's right to be safe and protected from all forms of abuse, violence or exploitation. It is the legal and moral obligation of all adults who work at the Centre to ensure the safety and wellbeing of all children in our care.

4.14.2 Mandatory Reporting

A Mandatory Reporter is anybody who delivers services to children as part of their paid or professional work. In OSHC services mandatory reporters are:

- a. Educators that deliver services to children.
- b. Management, either paid or voluntary, whose duties include direct responsibility or direct supervision for the provision of these services.
- c. Educators are mandated to report to Community Services if they have current concerns about the safety or welfare of a child relating to section 23 of the NSW Children and Young Persons (Care and Protection) Act 1998. Section 23 (1):

4.14.3 Child is at significant risk of harm or neglect.

- a. Basic physical or psychological needs not being met or are a risk of not being met.
- b. Families unwilling or unable to provide necessary medical care.
- c. Families unwilling or unable to arrange for the child or young person to receive an education.
- d. Child is at significant risk of harm – Physical / Sexual abuse.
- e. Child is at significant risk of harm – Domestic violence.
- f. Child is at significant risk of harm – Serious Psychological harm.
- g. Child is at significant risk of harm – Prenatal report.

Educators will undergo training in relation to child protection and reporting as part of the training budget.

- a. Reports should be treated with strict confidentiality in adherence to the service's Confidentiality Policy and Procedures.
- b. Any educator who forms a belief based on reasonable grounds that a child is at risk of harm should discuss their concerns with the Nominated Supervisor and/or the Responsible Person in charge of daily operation as they may have information the educator is not aware of. The incident/s that led the educator to form the belief should be recorded concisely, include as much detail as possible and be kept in a secure place to ensure confidentiality.
- c. The Nominated Supervisor/Responsible Person will then assist staff in completing the online Mandatory Reporters Guide (MRG) located on the ChildStory website at <https://reporter.childstory.nsw.gov.au/s/mrg> to determine whether the report meets the threshold for significant risk of harm (see point below for further information regarding the MRG).
- d. If directed by the MRG to report to Community Services, should report their concerns to the Child Protection Helpline:
Mandatory Reporters phone 13 36 27
Non-Mandatory reporters' phone 132 111
- a. When reporting to the Child Protection Helpline, it is important to have as much information as possible available regarding the child/children involved and any specific incident details. This might include child's information, family information, reporter details and outcomes of the MRG.
- b. If the Nominated Supervisor has been advised to but has not reported to Community Services you are legally responsible to do so.
- c. Once a report is made to the Child Protection Helpline no further report needs to be made unless new information comes to hand.

4.14.4 Mandatory Reporting Guide (MRG)

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

- a. If still in doubt the Community Services Helpline will provide feedback about whether or not the report meets the new threshold for statutory intervention.
- b. If new information presents concerning the child or young person run the MRG tool again.
- c. Where concerns do not meet the significant harm threshold, the MRG tool may guide you to 'Document and continue the relationship'. This requires the service to continue to support, provide services, and coordinate assistance and referral for the child and their family.
- d. Regardless of the outcome of using the MRG, the family and child will require support and referral where possible.

- e. The report page from the MRG should be printed and placed in the child/family file for future reference regardless of whether or not further action is recommended.

4.14.5 Information Exchange

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

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

Information includes:

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

4.14.6 Complaints about an Educator, or Someone in the Centre

- a. Should an incident occur that involves a child being put at risk of harm from an educator, volunteer, trainee or person visiting the service, this is regarded as 'reportable conduct' and necessitates such conduct being reported to the NSW Ombudsman within 30 days.
- b. Where the allegation is made to an educator or member of management the facts as stated will be recorded in writing, using an Incident Report template that includes dates, times, names of person/s involved, name of person making allegation and the person making the report. This report should be kept on record and treated as strictly confidential.
- c. If the Nominated Supervisor or responsible person in charge is suspected then the service's management should be informed.
- d. The relevant forms together with information and assistance are available on line at www.ombo.nsw.gov.au.
- e. The person making the report should follow the advice of the Ombudsman's Departmental Officers. Management will also follow this advice.
- f. The matter will be treated with strict confidentiality.
- g. For the protection of both the children and the educator involved, the educator should be encouraged to take special leave or be removed from duties involving direct care and contact with children, until the situation is resolved.
- h. Support should be provided to all involved. This support can be given in the form of counselling or referral to an appropriate agency.

4.14.7 Recruitment and Orientation of Staff

- a. Management, all fulltime/part-time or casual educators and volunteers and students over 18 are responsible for applying to the NSW Office of the Children's Guardian for a Working with Children Check.
- b. Once approved, the applicant will be provided with a Working with Children Check number which is valid for five (5) years and is portable within NSW should the employee change employers.
- c. The Centre must validate the clearance number online prior to employment. Volunteers and students under the age of 18 do not require a Working with Children check.
- d. When the Centre engages a self-employed individual to provide services, the provider is required to provide a Working with Children Check.
- e. All staff will be informed of their responsibilities as a Mandatory Reporter as part of their orientation and induction process. This will involve discussion regarding their current understanding, use of this policy and resources and access to Child Protection training.
- f. Information related to sexual grooming will also be provided upon orientation and induction to ensure that staff are fully aware of the signs and limits related to appropriately interacting with children.

4.14.8 Security

- a. The school has authorised the issue of three (3) keys only to approved educators at the Centre for building and equipment area access.
- b. The keys will be issued by the school and a key register maintained by the school indicating the person's receipt of the key, date received, and date returned on completion of employment.
- c. It is not permitted to cut extra keys.
- d. Any loss or damage to the keys must be reported to the school immediately.
- e. All monies, confidential and important documents will be kept in a locked cabinet with access restricted to approved staff and management members only.
- f. Educators will ensure that the building is left in a secure manner before leaving and all windows, cupboards, safe, and other relevant areas are locked. All heating and lighting is off and all doors properly secured.
- g. Educators will inform the police and the committee as soon as possible if there has been a break-in to the Centre of any kind.
- h. Educators will remain at the service until the police arrive or inform them of what to do.

4.14.9 Buildings, Equipment and Maintenance

- a. Equipment will be chosen to meet the children's developmental needs and interests.
- b. Service premises and all equipment and furniture will be maintained in a safe, clean condition and in good repair at all times.
- c. Children will be provided with adequate, developmentally and age-appropriate toilet, washing and drying facilities. These will enable safe use and convenient access by children.
- d. There must be no damaged plugs, sockets, power cords or extension cords.
- e. Electrical appliances shall be in good working order.
- f. Electrical circuit breakers will be installed and maintained by DEC.
- g. Provision will be made in the budget for regular maintenance and repair work and for deferred costs of major capital repairs where this is not conducted by the school.
- h. All contractors should have their own public liability insurance.

- i. The Centre and equipment will be regularly checked to ensure that they are in a good and safe condition, comply with relevant Australian Standards and have appropriate soft-fall surfacing maintained. The building and outdoor equipment is maintained by the school according to DEC guidelines.
- j. Equipment will be regularly washed and cleaned.
- k. Recycled craft materials should be checked for potential hazards.
- l. Educators should ensure safe handling of all tools if used as part of any activity.
- m. Families will be encouraged to notify educators of any safety issues they observe.
- n. Anything that requires maintenance is to be reported to the Nominated Supervisor as soon as possible.
- o. Faulty equipment should be removed or protection placed around any dangerous building sites.
- p. Any required maintenance will be recorded in a maintenance book and stipulate:
 - Date that it was observed.
 - When it was reported to school office and/or committee.
 - What was done to rectify the issue.
 - Date repaired.
- q. For urgent repairs the Nominated Supervisor will organise a contractor to attend to the problem if the school cannot be contacted.
- r. Non-urgent repairs will be recorded in the maintenance book. The Nominated Supervisor will note this in their report and bring it to the attention of management at the next meeting. Management and the Nominated Supervisor will organise to rectify the problem.
- s. For major repairs a minimum of three quotes will be sought and reviewed by management who will make a decision on a further course of action. The Nominated Supervisor or someone with management control may obtain the quotes.
- t. The Nominated Supervisor will also give a review of works completed by any tradesman employed, for future reference.
- u. It is management's responsibility, once a problem has been raised, to ensure that it is rectified in the most efficient manner and that the Centre is safe for educators and clientele.
- v. Should the Centre be considered unsafe or as being a health risk, then the Centre will be closed, after notice has been given to all relevant parties, until the problem has been rectified.

4.14.10 Storage

- a. A storage system should be devised that ensures easy access and un-cluttered storage of all equipment.
- b. Children will store bags in the designated area and behind the line to prevent any trip hazards.
- c. Storage areas will be cleaned and tidied at least twice a year or when seen as necessary.
- d. Play equipment and toys are accessible during the operating hours of the service.
- e. Children will show respect for the equipment and be expected to pack equipment away that they have used to avoid trip hazards.
- f. All equipment is to be neatly packed away at the end of each session.
- g. Craft equipment will be stored in a separate area; children should ask permission before removing any craft equipment, such as paints and glues etc. which has not been set up by the staff.
- h. All craft equipment is to be properly washed and cleaned before storage.
- i. Where room permits, a separate storage area will be available for sporting and large outdoor equipment to prevent clutter. Only educators are permitted entry.

- j. All items such as cleaning materials, disinfectants, flammable, poisonous and other dangerous substances, tools, toiletries, first aid equipment, and medications should be stored in the designated secured area which is inaccessible to the children. Educators are responsible to ensure that these areas remain secure and that they do not inadvertently provide access to these items.
- k. Kitchen and other refuse areas will be provided with lidded facilities that are cleaned and emptied daily.
- l. Educators and management will ensure that all family records are kept in a nominated secure place, ensuring that records are kept confidential and not left accessible to others during the course of the daily operations.

4.14.11 Ventilation, Temperature and Natural Light

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

4.14.12 Pest Control

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

- i. If urgent, the Nominated Supervisor may obtain a contractor.
- j. If non-urgent, the Nominated Supervisor will bring the problem to the attention of the management committee.
- k. All families will be notified of any use of chemicals.
- l. Any use of chemical products should only be conducted outside the hours of the children and educators' presence in the building.
- m. All action will be taken to remove the children, educators, families and visitors from the environment for as long as is safe and viable.

4.14.13 Indoor Environment

- a. The indoor environment of the Centre will be smoke free.
- b. The Nominated Supervisor will only enrol the number of children in the service, which can comfortably fit into the building space and in accordance with the National Regulations.
- c. Where children are indoors for long periods due to weather conditions, special activities will be planned and other areas sought to disperse the group such as school halls and verandas.
- d. Separate areas in the indoor environment will be provided for:
- e. Signing children in/out of the service.
- f. Collection of fees, answering phones, and maintaining daily records.
- g. Educators and families to talk in confidence.
- h. Storage of equipment, food, dangerous materials, and family records.
- i. Preparation of food and drinks.
- j. Kitchen and other refuse.
- k. Cleaning of equipment.
- l. Hand basins and hand drying facilities.
- m. Creative and other activities.
- n. Large and small group activities.
- o. Display of children's activities and work.
- p. Quiet space for children to retreat to, or do homework or lie down if unwell.
- q. The indoor area is to be set up to allow children to participate in a variety of activities with easy access to equipment.
- r. Drawing paper and other materials will be made available to the children at all times.

4.14.14 Outdoor Environment

- a. The outdoor environment will be smoke free.
- b. Any obstacles or dangerous items discovered will be removed or disposed of in a safe and careful manner prior to the children playing in that area.
- c. The outdoor space will be set up in a variety of ways to encourage participation.
- d. Supervision should be properly maintained. Children are only to play in areas that are clearly visible to educators, and where child to educator ratios are maintained.
- e. Clear boundaries shall be set and enforced. When it is necessary to go outside the boundaries or line of supervision, an educator must accompany children.
- f. Adequate shade via trees and coverings will be provided and maintained by DEC.
- g. As far as possible, activities will be set up in shaded areas.
- h. Use of other outdoor venues will be considered where access to the area is safe, adequate supervision can be maintained, the area is considered of value to the children's physical development and personal comfort, and where adequate child to educator ratios can be maintained.

CONSIDERATIONS:

*Education and Care Services National Regulations, National Quality Standard
NSW Children and Young Person's (Care and Protection) Act 1998,
Commission for Children and Young People Act 1998, Child Protection (Working with Children) Act 2012
Child Protection (Working with Children) Regulation 2013, Working with Children Check Procedures 2013
Ombudsman Act 1974 (with relevant Child Protection Amendments),
NSW Department of Community Services Mandatory Reporting Guidelines,
NSW Child Protection Interagency Guidelines (2006)
Legislation Amendment (Wood Inquiry Recommendations) Act 2009 No 13
Keep Them Safe – Information session/ overview participants manual 2009/ 2010 and
DEC Policy Protecting and Supporting Children & Young People Procedures 2011*

4.15 ELECTRICAL

Policy Statement

We will ensure that electrical equipment and installations at the Centre are safe and suitable and that children, educators and other persons at the Centre are not exposed to electrical risks by eliminating or minimising electrical risks as far as is reasonably practical. Electrical equipment will be checked regularly to ensure it is safe to use.

Procedure

- a. Arrange electrical leads so they will not be damaged or cause a trip hazard. Leads will not run across the floor or ground, through doorways and over sharp edges.
- b. Portable electrical equipment is particularly liable to damage including to plugs and sockets, electrical connections and to the cable itself. Extension leads, particularly those connected to equipment which is frequently moved, can suffer from similar problems.
- c. We will use, where possible, Residual Current Devices (RCDs – safety switches) to protect workers using portable equipment.
- d. Educators will inspect the electrical leads and plugs of equipment before use and if any damage is noted, remove the equipment from use. Any concerns, or damage sighted must be reported to the Nominated Supervisor.
- e. Electrical leads or tools will not be used in damp or wet conditions unless they are specially designed for those conditions.
- f. Ensure power circuits are protected by the appropriate rated fuse or circuit breaker to prevent overloading and avoid overloading socket outlets by the use of adaptors. DEC maintains the power circuit board.
- g. Before operating new equipment, educators will read the instructions and operate within manual guidelines.
- h. Brand-new electrical equipment (not second-hand equipment) does not have to be tested before first use; however, it must be visually inspected to ensure that no damage occurred during transport, delivery, installation or commissioning. This equipment will be included in the next round of electrical testing.

- i. We will ensure that any electrical installation work is carried out by appropriately licensed or registered electricians and that testing and compliance requirements are met. We will consult with the contractor on how risks to their health and safety and that of others at the Centre are to be managed while the work is carried out.
- j. A DEC appointed electrician performs annual testing of equipment used at the Centre. A record of the testing is in the form of a tag attached to the electrical equipment tested. The tag details:
 - The name of the person who carried out the testing.
 - The date of the testing.
 - The outcome of the testing.
 - The date on which the next testing must be carried out.
- k. In addition to regular testing, electrical equipment should also be tested:
 - After a repair or servicing that could affect the electrical safety of the equipment (i.e., undertaken by the person carrying out the repair or servicing before return to service).
 - Before its first use if bought second-hand.

4.15.1 RISK ASSESSMENT AND HAZARD IDENTIFICATION

To complete risk assessment:

- a. Determine where, how and frequency of equipment use which could impact on the expected life span.
- b. Fixed location or portable use of equipment.
- c. Age of equipment.
- d. Protection of portable electrical equipment by Residual Current Devices.
- e. Has equipment been tested and tagged?
- f. Feedback from educators on visual inspections and operation of equipment.

Considerations

*Education and Care Services National Regulations, National Quality Standard,
Work, Health and Safety Act 2011 (NSW),
Managing Electrical Risks in the Workplace – Code of Practice July 2014 AS/NZS 3760:2010*

4.16 MANUAL HANDLING

Policy Statement

We aim to eliminate, or, reduce the risk of injury and musculoskeletal disorder by identifying hazardous manual tasks and ensuring that the appropriate instruction, assistance and mechanical aids are made available to educators. We will consult with educators to determine their level of comfort in conducting manual handling tasks.

Definition: Manual handling is defined as any activity that requires a person to exert force to lift, lower, push, pull, carry or otherwise move, hold, restrain any animate or inanimate object.

A manual task is hazardous if it involves any of the following:

- Repetitive movement or sustained force, e.g., lifting and stacking goods.
- High or sudden force e.g., lifting or carrying a heavy object, catching or throwing objects.
- Sustained or awkward pose, e.g., bending or twisting any body part outside of normal range.
- Working above shoulder height.

Procedure

The risk management process for manual tasks involves the identification of hazards, assessing the risks, implementation of controls and review of control measures.

- a. Educators will assess loads and read labels on loads to determine whether a team lift or mechanical aids are required to move items.
- b. The S.M.A.R.T. lifting technique for individual and team lifting will be applied.
- c. The weight of any load which is manually handled must be considered in relation to:
- d. Frequency and duration.
- e. Position of load relating to the body (bulky, heavy and thus cannot be held close to the body).
- f. Distance moved.
- g. Characteristics of the load (size, shape, weight, difficult to grip).
- h. Loads above 16kg require either team lifting or mechanical assistance.
- i. In seated work, it is advisable not to lift loads in excess of 4.5 kg.
- j. All awkward and heavy objects needing to be moved regularly will be identified and marked as team lift items.
- k. Ensure good housekeeping and cleaning to avoid awkward postures such as reaching or bending over obstacles to lift loads.
- l. Ensure that materials, equipment and tools most frequently used and heaviest items are stored at waist height.
- m. Always use the step-stool to lift overhead loads. Hold load close to the body when descending. The step-stool has a weight limit of up to 100kg.
- n. Consultation with educators to identify manual tasks that are difficult to do, require repetitive movement, are very tiring, are awkward or dangerous, or, cause discomfort.
- o. Review of workplace equipment set up, the layout of the workstation and the associated workflows between different areas to ensure optimal ergonomics.

Considerations

*Education and Care Services National Regulations, National Quality Standard
Work, Health and Safety Act 2011 (NSW), Hazardous Manual Tasks – Code of Practice 2012 NSW
Smart Move Toolkit*

4.17 WORKPLACE BULLYING

Policy Statement

Workplace bullying is a risk to health and safety and we are committed to preventing workplace bullying as part of providing a safe and healthy work environment. It is unlawful if an employee is subjected to bullying because of race, sex, age, disability, impairment or pregnancy.

Educators are protected by this policy whether they feel bullied by a manager, supervisor, another educator, parent, contractor or member of the public.

We will treat reports of workplace bullying seriously. We will respond promptly, impartially and confidentially.

Procedure

4.17.1 Phases of Bullying

Workplace bullying happens in phases; (1) Isolation, (2) Control and Subjugation and (3) Elimination

Isolation

- a. Excessive fault-finding and criticism of a trivial nature – the triviality, regularity and frequency betray bullying; often there is a grain of truth (but only a grain) in the criticism to fool the people (including

the target) into believing the criticism has validity, which it does not; often, the criticism is based on distortion, misrepresentation or fabrication.

- b. Simultaneous with the criticism, a persistent refusal to acknowledge the target and his or her contributions and achievements, or to recognise their existence and value.
- c. Constant attempts to undermine the target and his/her position, status, worth, value and potential where the target is in a group.
- d. Being isolated and separated from colleagues, excluded from what's going on, marginalised, overruled, ignored, sidelined.
- e. The above can be done with or without the cover of a formal disciplinary or capability procedure.

Control and Subjugation

- a. Being singled out and treated differently; for instance, everyone else can do something but the moment the target does the same, the action is criticised.
- b. Being belittled, demeaned and patronised, especially in front of others.
- c. Being humiliated, shouted at and threatened, often in front of others, being overloaded with work, or having all their work taken away and replaced with either menial tasks or with no work at all. Finding that their work and the credit for it is stolen and plagiarised.
- d. Having responsibility increased but authority removed.
- e. Having annual, sickness and compassionate leave refused.
- f. Being denied training necessary to fulfil duties
- g. Having unrealistic goals set, which change as they approach, also deadlines change at short notice, or no notice, and the target only finds out when it is too late to do anything about it.
- h. Being the subject of gossip, which has the effect of damaging one's reputation.

Elimination

- a. The target finds that everything they say and do is twisted, distorted and misrepresented.
- b. Is subjected to disciplinary procedures with verbal or written warnings imposed for trivial or fabricated reasons and without proper investigation, or with a sham investigation.
- c. Is coerced into leaving through no fault of their own, constructive dismissal, early or ill-health retirement etc.
- d. Is dismissed following allegations of misconduct or incapability which have just a grain of truth, to give superficial legitimacy to the dismissal.

4.17.2 Definition of Workplace Bullying

Workplace bullying is defined as repeated and unreasonable behaviour directed towards a worker or a group of workers that creates a risk to health and safety.

- a. Repeated behaviour refers to the persistent nature of the behaviour and can involve a range of behaviours over time.
- b. Unreasonable behaviour means behaviour that a reasonable person, having considered the circumstances, would see as unreasonable, including behaviour that is victimising, humiliating, intimidating, undermining or threatening.

Types of Bullying

- a. Verbal
- b. Emotional/Social/Psychological
- c. Physical
- d. Racial
- e. Cyber Bullying

- f. Homophobic
- g. Sexual

Examples of behaviour, whether intentional or unintentional, that may be considered to be workplace bullying if they are repeated, unreasonable and create a risk to health and safety include but are not limited to:

- a. Shouting, abusive, accusatory, insulting or offensive language or comments, use of words to taunt, threaten, embarrass, put down, mock or intimidate the victim alone or in front of others.
- b. Repeated hurtful remarks or attacks, or making fun of your work or you as a person (including your family, sex, sexuality, gender identity, race or culture, education or economic background). This can often be disguised in the form of a joke or funny remark with the intent to impart a lasting negative impression of the victim.
- c. Unjustified criticism or complaints.
- d. Repeated ignoring of the individual, or leaving the room when the individual wishes to establish communication or dialogue.
- e. Alienating and deliberately excluding someone from workplace activities and encouraging others to reject or exclude the individual, often referred to as mobbing.
- f. Deliberately targeting a person.
- g. Manipulation and intimidation, making the employee feel less important and undervalued.
- h. Destructive innuendo and sarcasm.
- i. Failure to acknowledge good work and positive feedback, praise or comments from parents and children.
- j. Withholding information that is vital for effective work performance.
- k. Setting unreasonable timelines or constantly changing deadlines.
- l. Setting tasks that are unreasonably below or beyond a person's skill level or removal of responsibility.
- m. Denying access to information, supervision, consultation or resources to the detriment of the worker.
- n. Inconsistent and arbitrary enforcement of rules.
- o. Excessive, unjustified or unreasonable monitoring of tasks.
- p. Spreading misinformation or malicious rumours, targeted to harm the individual's character and reputation.
- q. Changing work arrangements such as rosters and leave to deliberately inconvenience a particular worker or workers.
- r. Abuse of authority.

A single incident of unreasonable behaviour is not considered to be workplace bullying; however, it may have the potential to escalate and should not be ignored.

Differences of opinion and disagreements are generally not considered to be workplace bullying. People can have differences and disagreements in the workplace without engaging in repeated, unreasonable behaviour that creates a risk to health and safety.

4.17.3 What Is Not Workplace Bullying

Reasonable management action taken by managers or supervisors to direct and control the way work is carried out is not considered to be workplace bullying if the action is taken in a reasonable and lawful way.

4.17.4 Impact of workplace bullying

- Workplace bullying can be harmful to the person experiencing it and to those who witness it and can have severe physical and mental health outcomes.
- The effects will vary depending on individual characteristics as well as the specific situation and may include one or more of the following:
 - Distress, anxiety, panic attacks or sleep disturbance.
 - Physical illness (e.g., muscular tension, headaches, digestive problems).
 - Feeling powerless.
 - Reduced work performance.
 - Loss of self-esteem, feelings of isolation, unhappiness.
 - Deteriorating relationships with colleagues, family and friends.
 - Depression.
 - Thoughts of suicide.

Procedure

We expect our employees to:

- a. Behave in a responsible and professional manner.
- b. Treat others in the workplace with courtesy and respect.
- c. Listen and respond appropriately to the views and concerns of others.
- d. Be fair and honest in their dealings with others.
- e. Support any person they witness being bullied.

This policy applies to behaviours that occur:

- a. In connection with work, even if it occurs outside normal working hours.
- b. During work activities, for example at work-related social functions.
- c. By email, or on any social media platform where workers interact with colleagues or parents and their actions may affect them either directly or indirectly.

4.17.5 Employee Action

- a. If an educator feels they are being bullied and are not comfortable dealing with the problem themselves, or attempts to do so have not been successful, the issue can be raised either with a supervisor, President of the managing committee, or, another manager within the organisation. All parties involved can bring a witness to resolve any issues.
- b. If an educator is a witness of unreasonable behaviour, the matter should be brought to the attention of the Director.

4.17.6 Response

If workplace bullying or unreasonable behaviour is reported or observed and the parties involved are not able to resolve the issue between themselves, we will take the following steps:

- a. The responsible supervisor or manager will speak to the parties involved as soon as possible, gather information and seek a resolution to satisfactorily address the issue for all parties.
- b. If issues cannot be resolved or the unreasonable behaviour is considered to be of a serious nature, an impartial person will be appointed to investigate. Both sides will be able to state their case and relevant information will be collected and considered before a decision is made.
- c. All complaints and reports will be treated in the strictest of confidence. Only those people directly involved in the complaint or in resolving it will have access to the information.

- d. There will be no victimisation of the person making the report or helping to resolve it. Complaints made maliciously or in bad faith will result in disciplinary action.
- e. Should there be no resolution, or, if a supervisor or manager is the bully and the victim feels that their complaint will not be handled impartially, then an employee can raise the complaint to the President of the management committee.
- f. Should the victim feel that the issue has not been handled fairly by the management committee, they can contact Fair Work Commission (FWC) who has the power to make an order for the bullying to stop.

4.17.7 Consequences of breaching the policy

Appropriate disciplinary action will be taken against a person who is found to have breached this policy.

These measures will depend on the nature and circumstance of each breach and could include:

- a. A verbal or written apology.
- b. One or more parties agreeing to participate in counselling or training.
- c. A verbal or written reprimand.
- d. Demotion or dismissal of the person engaging in the bullying behaviour.
- e. If the investigation finds bullying has not occurred or cannot be substantiated, we may still take appropriate action to address any workplace issues leading to the report.

4.17.8 Workplace Stress

Workplace stress affects the psychological and physical health of workers and can also have a substantial impact on productivity and colleague interaction. We aim to provide a work environment that minimises unreasonable levels of stress as far as possible.

Stress can impact on the health of employees causing:

- a. Ill health
- b. Mental stress
- c. Inability to make decisions
- d. Incapacity to work
- e. Depression
- f. Physical injury
- g. Anxiety
- h. Suicide

4.17.9 The Risk Factors Leading to Stress Responses Are:

- a. High Work Demands (emotional, mental, physical)
- b. Time pressure including inadequate time and resources to complete jobs satisfactorily, work that is monotonous or underutilises skills, emotionally draining, working long hours or overtime, through breaks or taking work home.
- c. Low Control
- d. Lack of autonomy, unnecessary levels of supervision and no say in how work is performed and what job is assigned.
- e. Poor Support
- f. Lack of constructive feedback, no opportunities to discuss work problems with supervisors or peers, no help from peers.
- g. Lack of Role Clarity
- h. No role clarity regarding work objectives and key accountabilities, co-worker's expectations of them and the responsibilities and overall scope of the job.

- i. Poorly Managed Change
- j. Poor management and communication of organisational change can lead workers to feel anxious and uncertain about aspects of their work or employment status. Communicating what the organisation wants to achieve through the change and involving and supporting workers is crucial.
- k. Poorly Managed Relationships
- l. Relationships with bosses, peers and subordinates can positively or negatively affect the way a worker feels. Unresolved bullying, conflict or strained relationship issues have a large impact on health.
- m. Low Levels of Recognition and Reward
- n. Workers who feel appreciated are more positive about themselves and their ability to contribute.
- o. Organisational Injustice
- p. It is important to promote a positive and fair working environment with regard to work procedures and how they are implemented e.g., unbiased, consistently applied, using accurate information and open to appeal processes. Relational fairness refers to the degree of dignity and respect afforded to a worker during a process.

4.17.10 Assessing Risk Factors

- Risk factors for work-related stress can be assessed by understanding worker complaints, observing interactions between workers, gaining feedback from workers, having one-on-one discussions with workers or a worker survey.
- For work-related stress, deciding on control measures usually means altering a problem risk factor. For instance, reducing work demands, increasing the level of control a worker has over his or her job, and increasing the amount of peer and/or supervisor support a worker is receiving.

Examples of control measures to manage the risk of work-related stress may include:

- a. Improving supervisor/managerial skills through training.
- b. Planning workloads to meet potential demands.
- c. Setting clear performance goals/accountability.
- d. Ensuring role clarity and reassessing job descriptions.
- e. Providing assistance (e.g., an employee assistance program).
- f. Communicating policy and availability of assistance.
- g. Checking understanding and implementation of changes.

Considerations

*Education and Care Services National Regulations, National Quality Standard
Work, Health and Safety Act 2011 (NSW)
Guide for Preventing and Responding to Workplace Bullying
Fair Work Act 2009 and Amendments 2013, Bullyonline.org*

4.18 RISK MANAGEMENT

Policy Statement

We aim to minimise the likelihood or consequence of a particular risk to a level that is minimal and within an acceptable range by systematically identifying hazards and assessing associated risks in full consultation with all educators. The three main stages of risk management are risk identification, risk assessment and risk control.

Procedure

The risk management process involves:

4.18.1 Identification of a Hazard

- a. Process of examining each work area and work task to identify all the hazards which are 'inherent in the job'.
- b. Identification of the Associated Risk
- c. Injury, illness, damage or loss as a result of the hazard.

4.18.2 Assessment of the Risk

- a. Evaluate the likelihood of an injury occurring along with its probable consequences and assign a priority for rectification.
- b. Using a risk rating matrix, the likelihood is then identified as critical, high, moderate, low or very low.

4.18.3 Control the Risk

- a. Urgent action is required for risks assessed as critical or high and can include immediate cessation of the work, process or activity and/or isolation of the hazard until more permanent measures can be implemented.

The hierarchy of controls are:

- a. Eliminate the hazard; remove it completely from your workplace.
- b. Substitute the hazard with a safer alternative.
- c. Isolate the hazard as much as possible away from workers.
- d. Engineering controls; adapt tools or equipment to reduce the risk.
- e. Administrative controls; change work practices and organisation.
- f. Personal protective equipment (PPE). This should be the last option after all other options have been considered.
- g. Develop a good plan of action:
- h. Give hazards rated high or critical priority.
- i. Quick, easy improvements, also as a temporary solution, until more reliable controls are in place.
- j. Long term solutions to those risks most likely to cause accidents or ill health.
- k. Long term solutions to those risks with the worst potential consequences.
- l. Arrangements for training workers on the main risks that remain and how they are to be controlled.
- m. Regular checks to make sure that the control measures stay in place, and clear responsibilities – who will lead on what action, and by when.

4.18.4 Document the Process

Adequate record keeping of the risk management process will demonstrate to the regulator, or in litigation, that the Centre has been actively working to ensure safety at the workplace. Records should show that the process has been conducted properly, including information about the hazards, associated risks and control measures that have been implemented.

Information should include:

- a. Hazards identified.
- b. Assessment of the risks associated with those hazards.
- c. Decisions on control measures to manage exposure to the risks.
- d. How and when the control measures are implemented.
- e. Evidence of monitoring and review of control effectiveness.
- f. Any checklists used in the process.

4.18.5 Monitor and Review

Continue to review and monitor the risk management process to identify new hazards and continually review the effectiveness of controls. This is especially important when new tasks and procedures or equipment are introduced.

Considerations

*Education and Care Services National Regulations, National Quality Standard
Work, Health and Safety Act 2011 (NSW)
Australian Standard AS/NZS 4360-1999 Risk Management*

4.19 SOCIAL MEDIA

Policy Statement

We are committed to ensuring that technology is integrated into the children's experience at the Centre. We support the appropriate use of technologies by children and educators and recognise that the children in our care will experience and engage with many forms of electronic media both in and out of the Centre.

Our aim is to encourage all children to use and access information and communication technologies to express ideas, access images and information (My Time, Our Place Outcome 5). We believe that any use of social media must not place at risk the safety, health or wellbeing of children, educators, families or visitors at the service (My Time, Our Place Outcome 1).

Definition: Social Media: Interactive platforms and applications through which individuals and communities create and share user-generated content using accessible publishing technologies. Social media is distinct from industrial media, such as newspapers, television, and film.

Social Media may include (although is not limited to):

- Networking sites (e.g., Facebook, Instagram, LinkedIn, Tiktok).
- Video and photo sharing websites (e.g., Flickr, YouTube).
- Blogs, including corporate blogs and personal blogs.
- Blogs hosted by media outlets.
- Micro-blogging (e.g., Twitter).
- Wikis and online collaborations (e.g., Wikipedia).
- Forums, discussion boards and groups (e.g., Google groups, Whirlpool).
- Vod and podcasting.
- Instant messaging (including SMS).
- Geo-spatial tagging (Foursquare).

Procedure

Unacceptable social media behaviour refers to anything on social media that:

- a. Has the potential to bring the service or the school age care sector into disrepute.
- b. Discloses or discusses the service's confidential information.
- c. Could be viewed as derogatory towards, or disparaging of staff, families, management, visitors, children or support agencies.

4.19.1 Educators will:

- a. Consider the content and message of movies, television programs, electronic games and other devices and discuss these with children when deciding what is acceptable for them to engage with.
- b. Not access a social networking site during working hours at the service via mobile phone or any other device.
- c. Not use a personal camera or mobile phone to take photographs or video at the service or during excursions.
- d. Not post information about the service, staff, management, families, visitors, or any matters relating to the service on a social networking site.
- e. Not post photographs or video taken at the service or on an excursion on a social networking site.
- f. Senior staff responsible for updating the service's website must not post names or recognisable photographs of staff, children, visitors or family members on the website without written permission. Staff will also not post details on any social media regarding excursions or upcoming social outings in advance of the event.
- g. Ensure that pirated DVDs or electronic games must not be used, as this is an illegal activity.
- h. Ensure that only G/PG ratings are used in the service or on excursions.
- i. Not be responsible for children's lost games or other equipment.
- j. Must not use social media to harass or bully others.

4.19.2 Families and Visitors:

- a. May not use a personal camera or mobile phone to take photographs at the service or during excursions unless they are only taking images of their own child.
- b. Must not post information about the service, staff, management, families or any matters relating to the service on a social networking site.
- c. Ensure that any DVDs or games brought to the service by their children are rated G or PG only.
- d. Must not use social media to harass or bully others.

4.19.3 Children:

- a. May not access a social networking site.
- b. May only use electronic media at the times specified by staff. DS games etc. must be G or PG rated only.
- c. Must leave mobile phones in the office at all times.
- d. Children must take responsibility for any electronic devices they bring from home.
- e. Must not use social media to harass or bully others.

4.19.4 Compliance

Any breaches of this policy will result in an inquiry, which may lead to termination of employment in the case of educators

Or

Termination of child's placement at the service in case of breaches by families or children.

Considerations:

Education and Care Services National Regulations, National Quality Standard

4.20 WATER SAFETY

Policy Statement

We will plan experiences with appropriate levels of challenge where children will be encouraged to explore, experiment and take appropriate risks ("My Time, Our Place", Outcome 4), including the use of water as a medium for play.

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

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

Procedures

4.20.1 Water Safety in relation to excursions

- a. We recognise the risks posed by bodies of water and will ensure that every precaution is taken so that children are able to enjoy water-based excursions safely.
- b. Risk assessments will be carried out for all water-based excursions, please refer to the service's Excursion Policy.
- c. Authorisation from families will be sought prior to excursions including those involving water-based activities.
- d. The National Law and Regulations do not specify a specific educator to child ratio for activities where water is a feature. The number of educators present is to be determined by a risk assessment of the proposed activity. It must also be noted that in sections 165, 167 and 169 of the National Law there are clear statements about adequate supervision.

A range of factors shall determine the adequacy of supervision, including:

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

4.20.2 Definition of a body of water

We recognise the following locations as bodies of water:

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

Water safety relating to water-based activities at the Centre

- a. Water use within the service will be supervised to ensure that the safety of children, and educators is a priority.
- b. The hygienic state of water will be assessed before it is used for children's play.
- c. At the completion of the activity the water containers will be emptied and the containers turned upside down or packed away.
- d. Educators will ensure water troughs or containers for water play are filled to a safe level.
- e. Children will be discouraged from drinking from these water vessels.
- f. Children will be instructed in the safe use of equipment used during water-based activities, for example, the water course for boats, water sprayers, and bubble machines.
- g. Any buckets of water that may be used for cleaning or hand washing will not be left unsupervised near the children and will be emptied immediately after use.

Considerations:

***Education and Care Services National Regulations, National Quality Standard
Work, Health & Safety Act 2011.***

4.21 BEHAVIOUR GUIDANCE

i. WEST PYMBLE OUT OF SCHOOL CARE

ii. Behaviour Guidance policy reviewed: September 2019

ational Regulations

155	Interactions with children
156	Relationships in groups

ational Quality Standards

Q u a l i t y A r e a 5	Standard 5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
	Element 5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
	Element 5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
	Standard 5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships
	Element 5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.
	Element 5.2.2	Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

y Time, Our Place

L e a r n i n g O u t c o m e 1	Children feel safe, secure, and supported.
	Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.
	Children develop knowledgeable and confident self-identities.
	Children learn to interact in relation to others with care, empathy and respect.
L e a r n i n g O u t c o m e 2	Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.
	Children respond to diversity with respect.
	Children become aware of fairness.
	Children become socially responsible and show respect for the environment.

Behaviour guidance aims to promote, in children, the development of self-discipline, self-direction, awareness and respect of self, other people, property and the environment.

To enable each child to develop a positive self-concept, staff will use positive child behaviour guidance strategies at all times, taking into account children's self-esteem, dignity and rights and individual levels of development and understanding.

iii. OUR POLICY

iv. West Pymble OOSC Behaviour Guidance policy reviewed: July 2019

The rights and responsibilities of students, parents and OOSC staff will be the basis of the West Pymble OOSC Behaviour Guidance Policy and for determining procedures described in this policy. The approach implicit in this policy is that of a positive and supportive role from the Centre, with the expectation of a positive and supportive response from parents. Implicit in this policy is the right for all children, staff and families to have a safe environment that respects all users. Parents/guardians and children will be informed of the Behaviour Guidance Policy through our policy documents. Whilst there is recognition of the importance of Out of School Hours Care to families, this also needs to be balanced with having a safe and respectful environment for **all** children and staff.

v. HOW POLICY WILL BE IMPLEMENTED

The West Pymble Out of School Care Director will discuss with parents/guardians any behavioural issues of concern and regularly exchange information about children's behaviour and encourage parents to provide relevant information, which may assist in understanding a child's behaviour. Where appropriate, and in consultation with families, involve Departmental personnel and other agencies to support staff and families in the effective management of children's behaviour.

4.21.1 The behaviour guidance we provide children with will be guided by the following practices:

- a. Our service will encourage children to engage in cooperative and pro-social behaviour and express their feelings and responses to others' behaviour confidently and constructively, including challenging the behaviour of other children when it is disrespectful or unfair.
- b. Our educators will support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others.
- c. Our educators will discuss emotions, feelings and issues of inclusion and fairness, bias and prejudice and the consequences of their actions and the reasons for this as well as the appropriate rules.
- d. Our educators will encourage children to listen to other children's ideas, consider alternate behaviour and cooperate in problem solving situations.
- e. Our educators will listen empathetically to children when they express their emotions, reassure them that it is normal to experience positive and negative emotions and guide children to remove themselves from situations where they are experiencing frustration, anger or fear.
- f. Our educators will support children to negotiate their rights and the rights of others and intervene sensitively when children experience difficulty in resolving a disagreement.
- g. Our educators will work with each child's family and, where applicable, the school and their behaviour management policies, to ensure that a consistent approach is used to support children with diagnosed behavioural or social difficulties.
- h. Our service will collaborate with teachers and other professionals or support agencies that work with children who have diagnosed behavioural or social difficulties to develop plans for the inclusion of these specific children.
- i. Our service will ensure that children are being allowed to make choices and experience the consequences of these choices when there is no risk of physical or emotional harm to the child or anyone else.
- j. Our service will ensure that children are being acknowledged when they make positive choices in managing their behaviour.
- k. Our educators will use positive language, gestures, facial expressions and tone of voice when redirecting or discussing children's behaviour with them. They will also remain calm, gentle, patient and reassuring even when children strongly express distress, frustration or anger.
- l. Our educators will guide all children's behaviour in ways that are focused on preserving and promoting children's self-esteem as well as supporting children to develop skills to self-regulate their behaviour.
- m. Our service will have in place strategies to enable educators to encourage positive behaviour in children while minimising negative behaviour. We will also have strategies in place to involve children in developing behaviour

limits and the consequences of inappropriate behaviour. Strategies will also be put in place for the nominated supervisor and educators to manage situations when a child's behaviour is particularly challenging and when families have different expectations from the service in relation to guiding children's behaviour.

- n. Our service will support educators to enhance their skills and knowledge in relation to guiding children's behaviour.

4.21.2 West Pymble Out of School Hours Care Staff are required to:

- a. Undergo appropriate behaviour guidance training through in-services or other appropriate models.
- b. Model appropriate behaviour at all times. They shall verbally interact with children, listen to them with respect and encourage respect for themselves, others and the environment.
- c. Assist the children to focus on the consequences of the child's actions and to make suitable choices
- d. Regarding their actions and behaviour staff shall develop and apply age-appropriate limits and guidelines to promote appropriate social interaction between children.
- e. Encourage and focus on positive behaviours as they occur
- f. Recognise the importance of children's input into developing the basic rules and helping to determine appropriate consequence for inappropriate behaviour.

4.21.3 In planning an environment to minimise potential difficulties, staff shall:

- a. Encourage respect
- b. Allow choices
- c. Choose freely from a range of activities.
- d. Modify and adapt the environment where possible, to allow space for play and movement between activities as well as quiet areas for individual play.
- e. Provide stimulating, age-appropriate activities and materials.
- f. Consider individual needs of the children.
- g. Develop appropriate routines

4.21.4 We expect children to:

- a. Follow directions promptly and without arguing
- b. Play appropriately with others
- c. Speak politely and use manners
- d. Respect people, property and self
- e. Play within the OOSC boundaries
- f. Stay within sight of an OOSC staff member
- g. Use equipment appropriately
- h. Ask a staff member for help if needed
- i. Help to clean up

4.21.5 We expect children not to:

- a. Answer back or to use inappropriate body language
- b. Hurt other people, fight or use any aggressive behaviour
- c. Use bad language (swearing), both verbal or written
- d. Tease, use "put downs", call people names or exclude others
- e. Damage property
- f. Go into out of bounds areas
- g. Go out of sight of the staff
- h. Disobey staff instructions
- i. Use other people's property without permission

4.21.6 When inappropriate behaviour occurs staff shall:

- a. Be fully aware of all the factors surrounding an incident and take time to assess the situation before reacting to a child's actions.
- b. Respond calmly and rationally.
- c. If potential harm, or risk to staff or children is likely, staff shall act quickly and in a protective manner.
Note: In the event that a child leaves the school grounds on their own initiative, the OOSC staff are not permitted to follow the child as our authority does not extend beyond the school perimeter. OOSC staff will however immediately seek assistance from the police and contact the parent/guardian.
- d. Ensure response is in adherence with service policies and procedures and conforms to Children's Service Act 1996 and Children's Service Regulations 2009.
- e. Consult with other staff if difficulties arise and consult with the Director.
- f. Document incident fully and discuss with family/families and child/children
- g. And staff shall use behaviour management techniques such as:
 - Distraction (changing the focus of the activity or behaviour) and a reminder of rules and responsibilities.
 - Redirection (substitution of a positive activity for a negative activity).
 - Planned Ignoring (for behaviour that is attention seeking) while maintaining a safe environment for all children.
 - Active Listening, discussion and observation with natural consequences. (to determine underlying cause of behaviour)
 - Centre staff will discuss the matter with the child to resolve the issue and work on strategies with the child to help change the behaviour
 - Separation from the situation to a quiet area under supervision to sit and think about behaviour and discussions of how to better handle the situation next time.
 - Parent/guardian notified when they collect their child from the Centre.
 - Children, who have gone through the previous steps with no change to their behaviours will attend a discussion in consultation with the OOSC Director and parents/guardian, and if needed the staff of WPPS. During this discussion strategies will be developed to be implemented in the event the behaviour reoccurs.
 - The executive management committee will be notified.

4.22 EXCLUSION FOR BEHAVIOURAL /REASONS

- a. If a child continues to display inappropriate behaviour after the strategies have been implemented the following action will be taken.
- b. Parent/guardian called to collect child from WPOOSC.
- c. Process will commence for exclusionary period.
- d. Initial suspension will be for 24 hours. When attendance recommences adjustments will be made to the Strategy Plan.
- e. If unacceptable behaviour continues, care may be terminated for a period of one term
- f. On return from suspension further discussion will be undertaken between the OOSC Director and parents/guardian, and if needed the staff of WPPS, to consider and agree the terms of the students' return to the Centre.
- g. Enrolment will be terminated if inappropriate behaviour persists.

4.23 AT WEST PYMBLE OOSC WE WANT THE CHILDREN TO LEARN:

- **Responsibility for their own actions**
- **Respect for their surroundings, others and themselves**
- **to develop the skills to make right and safe choices in life**

Behaviour guidance management strategies shall not include any form of physical, verbal, emotional or corporal punishment, including punishment that humiliates, frightens or threatens a child.

Children's Services Act 1996 Part 4 and Children Services Regulation 2009 (s28)

SOURCES:

NATIONAL CHILDCARE ACCREDITATION COUNCIL QUALITY ASSURANCE

CHILD PROTECTION ACT 1999

CHILD PROTECTION REGULATIONS 2000

CHILDREN SERVICES ACT 1996

CHILDREN SERVICES REGULATIONS 2019

COMMISSION FOR CHILDREN AND YOUNG PEOPLE AND CHILD GUARDIAN ACT 2000

WEST PYMBLE OOSC BEHAVIOUR MANAGEMENT POLICY

Policies - 7. 6.7

VERBAL REMINDER / WARNING IF APPROPRIATE

Identify problem area,
Provide alternative choices and discuss with child

Policies - 7.6.7

VERBAL REMINDER / DISCUSS CONSEQUENCES

Reinforce the value of positive behaviour
Verbal communication with parent/guardian at pick-up time

Policies - 7. 6.8

REFLECTION TIME

WHAT WHY
WHO
OUTCOME

Child has 5 -10 minutes away from the group
Child is encouraged to think about their actions and how they may have affected others.
When things go wrong children are encouraged to discuss:

- *What happened?*
- *Why did you do it?*
- *Do you think it was the right thing to do?*
- *What do you need to do to make things right?*

Reminder of OOSC guidelines. Discussion with parent/guardian at pick up time

Policies - 7. 7.1

COLLECTION BY PARENT /GUARDIAN

Child is separated from group until collection by parent/guardian. Details are recorded.
The parent/guardian will be called to collect child from the Centre.
Feedback will be expected from child and parent/guardian when the child next attends.
A letter home to parents outlining the Centre's concerns which will also be discussed with the school senior management. The Centre will consider input from the school but is not reliant on their decisions.

Policies - 7. 7.3

TEMPORARY SUSPENSION FROM OOSC

Persistent inappropriate behaviour will result in suspension for 24 hours.
A strategy plan will be put in place and discussed with the child, parent/guardian/and exec school management (where appropriate).

Policies - 7. 7.5 / 7.6 / 7.7

TERMINATION OF OOSC ENROLMENT

If unacceptable behaviour continues, care may be terminated for a period of one term after reasonable measures have been taken to encourage positive involvement.

Negotiation of terms for possible re- enrolment will occur after this period.

Enrolment will be terminated if inappropriate behaviour persists.

THE OOSC DIRECTOR RESERVES THE RIGHT TO DISREGARD ANY STEP IF THE BEHAVIOUR IS SERIOUS AND CONSIDERED TO BE ENDANGERING THE SAFETY AND WELL BEING OF OOSC CHILDREN AND STAFF

Policy Statement

We believe that children have the right to feel physically and psychologically safe. We aim to provide an environment where all children and educators feel safe, cared for and relaxed and which encourages cooperation and positive interactions between all persons (My Time, Our Place Outcome 1).

This behaviour management policy is based on guidance, redirection and positive reinforcement. Educators will aim to guide rather than control the behaviour of the children in our care.

Basic rules will be established based on safety, respect for others, order and cleanliness and will be communicated to all families, children and educators along with consequences for inappropriate behaviour.

We recognise the importance of children's input into developing the basic rules and helping to determine appropriate consequences for inappropriate behaviour (My Time, Our Place Outcome 2). We promote a positive approach to managing the behaviour of all children. Children will be encouraged to resolve problems, defeats and frustrations where appropriate by exploring possible solutions, and helping children understand and deal with their emotions. This will depend on the child's age and level of development (My Time, Our Place Outcome 3).

We will ensure no child being cared and educated for by the service is subjected to any form of corporal punishment or any discipline that is unreasonable in the circumstances.

We will ensure that every reasonable precaution is taken to protect children being cared for or educated by the service from harm and any hazard likely to cause injury.

Procedures

- a. Educators will ensure that expectations relating to children's behaviour are clear, and consequences for inappropriate behaviour are consistently applied.
- b. Educators will act as a positive role model for acceptable behaviour and encourage and reward acceptable behaviour.
- c. Educators will have access to training and support in positive approaches to behaviour management. This will be made available as part of the training budget.

Whilst at the service, we expect that the children will comply with the following basic rules:

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

4.23.1 Guiding Children's Behaviour

Steps that educators take towards establishing good behaviour management include:

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

Correction Steps

- a. When a child's behaviour is deemed inappropriate to either him/herself or others, or if a child's behaviour is intrusive to another person's enjoyment, then educators will actively intervene and take steps to attempt to resolve the situation.
- b. Inappropriate behaviour can include bullying, being uncooperative, not listening to reasonable requests from educators, or consistently disregarding the basic rules. In these instances, the following steps will be taken:
- c. The educator will explain to the child that this type of behaviour is inappropriate.
- d. The educator will re-direct the child to a different activity within the room (or outdoors)

- e. If aggressive or inappropriate behaviour continues, the child will sit away from the group to calm down and think about their actions. After a short period of time, the educator will have a discussion with the child with respect to their actions, and then the child will return to play
- f. A discussion will be held with the child's family when the child is collected.
- g. Persistent Inappropriate Behaviour
- h. If inappropriate behaviour continues over a period of time, a meeting between educators, nominated supervisor, child and family will be arranged. The meeting agenda will cover:
 - i. Alternative approaches to behaviour guidance.
 - j. The child's life outside the service.
 - k. Any problems that may be causing the behaviour.
 - l. A mutual strategy for improving behaviour will be discussed and closely monitored by educators, the nominated supervisor and the child's family. Should it be necessary, and with the consent of the family, advice and assistance will be sought from relevant external specialists to address the matter.

In extreme cases, to protect other children and educators, the service reserves the right to exclude the child from the service; this may be a temporary or permanent measure. Exclusion will only be considered after:

- a. The child's family has been notified and given the opportunity to discuss their child's behaviour.
- b. Educators, Nominated Supervisor and Approved Provider, have given careful consideration to the problem.
- c. Adequate support and counselling are sought (if necessary).
- d. Clear procedures have been established for accepting the child back into the service.

Considerations

***Education and Care Services National Regulations, National Quality Standard
Children (Education and Care Services National Law Application) Act 2010
Convention on the Rights of the Child (UN)***

5 SECTION E - PROGRAMMING

5.1 DAILY ROUTINES

Policy Statement

We aim to provide daily routines that meet the needs, interests and abilities of individual children in relation to each child's social, physical, intellectual, creative and emotional development. Programming will be flexible and responsive to the children's developing needs, as recognised by staff on a daily basis.

As the Centre is the child's time for play and leisure, this will be reflected in the daily routines.

Considerations

National Standards, Section 4.2 (Written programs)

PROCEDURE

- a. A daily routine will be discussed and organised by the staff.
- b. The routine will reflect the Centre's Philosophy of Care.
- c. The routine will be structured around regular events of the day such as arrival, departure, breakfast and afternoon tea.
- d. The routine will provide a mixture of structured and unstructured activities.
- e. The routine will take into consideration all children's needs, interests and abilities in relation to their emotional, social, physical, creative and developmental areas.
- f. Developing each child's own creative leisure skills will be a major consideration when planning the daily routine.
- g. The routine will be adapted to meet the varying and changing needs of the children in relation to before school and after school care and seasonal conditions.
- h. The routine will be recorded and displayed where staff and parents and children can clearly see.
- i. The routine will be flexible to meet the needs of the children and allow for spontaneity and enjoyment in the Centre.
- j. The staff will observe and be aware of the children's changing needs and adapt the routine accordingly. Particular attention will be paid to creating a smooth transition into kindergarten.

DATE ENDORSED: MAY 2020

DATE FOR REVIEW AND EVALUATION: JUNE 2021

5.2 WRITTEN PROGRAMS

Policy Statement.

We aim to develop and implement a balanced program that is stimulating, interesting and exciting which allows opportunities for children to play, explore and develop new skills and is appropriate to the developmental and leisure needs of all children.

Our Centre's program will reflect the cultural diversity of today's society and will educate and support the children's understanding and respect of the Australian Indigenous peoples. Programming will be responsive to contextual issues such as: general community issues, the school community, child and family characteristics, staff backgrounds, available resources, group dynamics and environmental issues.

Children and parents are encouraged to be actively involved in the planning and implementation and evaluation of the program. Profiling information will be gathered from parent surveys, enrolment forms, discussions with parents and the Management Committee to enhance programming and maintain a close

connection with the needs of the Centre community. Working together allows children greater opportunities to develop mental processes such as creativity and imagination, problem-solving, analysing, remembering, categorising and symbolising.

Considerations

National Standards, Section 4.2 (Written programs)

PROCEDURE

Content

The Director and staff members will be responsible for the development of a child Centred program, which reflects the Philosophy of the Centre and meets the social, physical, recreational, intellectual, creative and emotional developmental needs of the children attending.

- a. The program will reflect creative competence and aesthetic awareness, responding to the changing needs of the Centre and its community.
- b. Programs will include a variety of experiences and resources to help children develop their movement, coordination, balance, a range of fine motor skills, flexibility and strength.
- c. Programs will be developed for all aspects of the Centre: before school and after school. The written program will be prepared each week and be displayed for children and parents to see. Staff will be allocated time each week to fulfil the task of programming.
- d. Children and parents are encouraged to incorporate their views, ideas and specific interests into the program.
- e. Staff will encourage feedback and input from children and parents in relation to the program through surveys and management committee meetings.
- f. Staff will regularly talk to parents concerning their child's interests and activities and respond to parents' suggestions, requirements and expectations.
- g. Children will be encouraged to be actively involved in the planning, collaborating in the implementation and evaluation of the program.
- h. Child-initiated programming will be encouraged by the creation of an environment rich in accessible materials and equipment.

Flexibility

- a. All children's opinions will be considered and changes to programming made according to their developing needs and interests.
- b. The program will be recorded in the program book and clearly displayed for all staff, parents and children to see.
- c. The program will be flexible and accommodating, to meet the needs of the children and allow for spontaneity and enjoyment in the Centre.
- d. Staff will interact with children and where appropriate participate in activities and encourage children to try new activities that challenge and extend.
- e. The program will be evaluated on an ongoing basis to ensure it is meeting the needs of individual children and the families in the Centre. This evaluation will be a collaborative effort involving staff, children and parents.
- f. Special group activities for older children may be organised as part of the program according to need. They should be implemented where there are suitable numbers of older children and adequate staffing levels can be maintained.

Accommodation

The program is to:

- a. Be flexible and accommodating
- b. Promote the importance of play in the child's life

- c. Reflect the cultural and language diversity of the local and wider community
- d. Consider all developmental areas and support physical development
- e. Consider the age range of children
- f. Consider individual and group interests, needs, skills, talents and abilities
- g. Be balanced providing a range of indoor/outdoor activities, quiet/active times and areas, structured/unstructured activities
- h. Provide a variety and choice of activities for the children
- i. Be stimulating, interesting and exciting, to allow for opportunities to explore and develop new skills
- j. Provide a variety of toys and equipment available to all children regardless of age or sex
- k. Foster children's independence and self-help skills
- l. Foster friendships, particularly across differing age-groups, genders and cultural backgrounds
- m. Encourage co-operative and responsible behaviour among children
- n. Provide children with opportunities for self-expression and self-direction
- o. Provide an environment, which will foster the child's self esteem
- p. Help children develop self-discipline skills through positive example and direction
- q. Help children to appreciate and care for each other and their surroundings
- r. Make the children feel welcomed and valued in the Centre.

5.3 PLAY AND DEVELOPMENT

Policy statement

We aim to recognise the unique requirements of each child and endeavour to meet all identified needs. Programming will support the natural play that children initiate and engage in spontaneously.

Considerations

International Convention on the Rights of the Child

Procedure

- a. Creative, self-directed play will be viewed as an essential part of programming, and time will be allocated to this.
- b. Programming will be flexible enough to encourage child-initiated play and will respond to the needs and interests of individual children.
- c. Staff will be sensitive to the varying levels of competence and confidence of all children and know when to offer challenge/choice/help and when not to.
- d. Resources will be made available for children that promote creativity, imagination and spontaneity.
- e. Staff will provide a safe, stimulating environment and the time to explore, create, experiment and express themselves.

5.4 GENDER EQUITY

Policy statement

We aim to help the children develop their full potential regardless of their gender. All children will be treated in the same manner and provided with the same access to all materials and equipment.

Considerations

National Standards, Section 4.4 (range of equipment)

Procedure

- a. Staff shall accept and value every parent and child regardless of age, sex or ability.
- b. Staff are to be aware of the way in which they treat individual children in regards to language, attitudes, assumption and expectation, and will treat all children in the same manner.
- c. Staff will be vigilant in their program assessment and evaluation of their relationships (with other staff, parents and children), avoiding all forms of discrimination and bias.
- d. Staff are to be aware of the way in which they treat individual parents and each other in regards to language, attitudes, assumption and expectation, and will treat all people in the same manner regardless of gender or lifestyle. The program will present positive experiences for the children, which are not based on sex role stereotypes.
- e. All children will be encouraged to try a variety of activities regardless of gender, fostering self-esteem and confidence.
- f. Resource materials used in the Centre will as far as possible be non-stereotyped.
- g. Staff will provide a range of equipment, which is non-sexist and meets the needs of the children.
- h. Staff should act as positive role models encouraging children to be involved in activities commonly stereotyped for the opposite gender.
- i. Staff will be actively involved in a variety of activities regardless of gender.
- j. Every effort will be made to employ staff, relief staff and volunteers from both genders.
- k. Staff will aid life-skills development through mixed age/gender group activities.

5.5 RACIAL EQUITY

Policy statement

We aim to help the children develop their full potential regardless of their race or culture. All children will be treated in the same manner and provided with the same access to all materials and equipment.

Considerations
Anti-Discrimination Act 1977 (NSW)

Procedure

- a. Staff shall accept and value every parent and child regardless of age, race or ability.
- b. Staff are to be aware of the way in which they treat individual children in regards to language, attitudes, assumption and expectation, and will treat all children in the same manner.
- c. Staff will be vigilant in their program assessment and evaluation of their relationships (with other staff, parents and children), avoiding all forms of discrimination and bias.
- d. Staff are to be aware of the way in which they treat individual parents and each other in regards to language, attitudes, assumption and expectation, and will treat all people in the same manner regardless of race, culture, religion or lifestyle.
- e. The program will present positive experiences for the children, which are not based on cultural stereotypes.
- f. All children will be encouraged to try a variety of activities regardless of race or culture, fostering self-esteem and confidence.
- g. Resource materials used in the Centre will as far as possible be non-stereotyped.
- h. Staff will interact with parents to ensure a Centre that encourages and reflects to range of cultural differences in contemporary Australian society.

5.6 CULTURAL RELEVANCE/ANTI-BIAS

Policy statement

We aim to recognise the diversity of cultures in Australia and the traditional owners of our land to help foster an awareness and acceptance of other cultures within each child, through the thoughtful integration of a variety of cultural activities in the program.

All activities and behaviour in the Centre will be considerate of the cultural and linguistic diversity of the families within the community. Children will be encouraged to explore and share a range of cultural activities and experiences in an environment free from racial prejudice and harassment.

Staff will display a positive attitude to diversity, incorporating awareness of multiculturalism into programming and modelling inclusive attitudes and behaviours.

Considerations *Anti-Discrimination legislation*

Procedure

- a. Staff shall accept and value every parent and child regardless of race, cultural background religion, sex or ability or sexual preference of parents, promoting equality and recognising uniqueness.
- b. To support the identity of Aboriginal and Torres Strait Islander children and to enhance the knowledge of non-Indigenous children, early childhood services should pay attention to the cultural identity of the Aboriginal community in which they are situated.
<https://www.acecqa.gov.au/sites/default/files/2020-12/Outcome1-ChildrenHaveAStrongSenseOfIdentity-SNAICC.pdf>
- c. Staff will make themselves aware of the specific cultures represented in the families and general community of the Centre, and will display positive appreciation of such diversity.
- d. No discrimination will be made against any family or child due to their culture, race or sexual preference.
- e. Staff will encourage children to recognise discrimination, and to teach them to challenge it where found.
- f. Staff will not be judgemental towards the parents and respect any differences in childcare practices (with the exception of child protection concerns).
- g. Staff will ensure parents have confidence in the Centre's quality of care for their child by seeking information regarding their cultural issues.
- h. Staff will encourage feedback and input from parents in relation to the program, policies or other issues in the Centre, which are affected by the families' culture or race. Parents will be invited and encouraged to contribute knowledge of their own culture to enhance the overall program.
- i. All staff will undertake training and sharing of information regarding the various cultures and multicultural programming.
- j. Staff are encouraged to share knowledge of their own cultures with other staff, parents and children and to incorporate this into the program.
- k. Staff will make themselves aware of any issues or behaviour, which may be offensive to the various cultures and avoid possible offensive behaviour.
- l. Staff will model inclusive behaviour.
- m. Contact should be made with the SUPS team in the local area for support, assistance and ideas.
- n. All activities and behaviour in the Centre will be considerate of the cultural and linguistic diversity of the families within the community.
- o. Clear information regarding the Centre's policy on diversity and inclusivity will be made easily accessible to all parties.

- p. Children will be encouraged to explore and share a range of cultural activities and experiences in an environment free from racial prejudice and harassment.
- q. Staff shall research and gain ideas regarding appropriate activities to be incorporated in the program.
- r. Staff should be aware of and ensure that festivals and celebrations of many cultures are included in the program.
- s. Cultural awareness should be integrated throughout all activities in the program and reflect an attitude of respect and positive appreciation for the differences in our society.
- t. All activities in the Centre will be checked to ensure that negative and discriminating images of particular cultures or life-styles are avoided.

5.7 DVD'S, VIDEOS AND FILMS

Policy statement

Films and videos can be used as part of the program of activities after thoughtful consideration relating to the content and message of the film. Staff will ensure all videos and films are suitable for the children's ages and that parent's permission has been given.

Considerations

*Film ratings from Australian Broadcasting Authority.
Voluntary Code of Practice, Section 12 (Videos and Films)*

Procedure

- a. TV, films, DVDs and videos will only be viewed that have a G or PG rating.
- b. TV, DVDs and videos may be used, and when used should be planned as part of a balanced program of activities.
- c. They could highlight a particular activity or interest in the program, such as highlighting cultural diversity.
- d. They should not be a daily activity in the Centre.
- e. Parents should be notified that only G or PG rated videos that has been assessed for content may be shown. Staff should preview the film or video where possible.
- f. A list of available videos will be collated by the Centre and displayed for parents.
- g. Information regarding the DVD, film or video should be given regarding:
 - Title
 - Rating
 - General description of the content.
- h. Children should continue to be provided with other activities during the showing of a video and be properly supervised, even if the majority of the children are attending the viewing

5.8 STUDENT USE OF DIGITAL DEVICES AND ONLINE SERVICES PROCEDURE

5.9 ACTIVE AT AFTER-SCHOOL CARE

Policy Statement

Our program is designed to also engage traditionally non-active children in structured physical activities.

Objectives

- To enhance the physical activity of Australian primary school aged.
- To provide increased opportunities for inclusive participation in quality, safe and fun structured physical activities.
- To stimulate involvement in sport and structured physical activity:
- To focus on mobility skills and motor skill development.
- To encourage teamwork, participation (by staff and children) and social interaction.
- To structure the program on Playing for Life principles and resources.

What Is Structured Physical Activity?

- Structured physical activity consists of modified sporting games and other energetic activities.
- By concentrating on game-based activities children are able to develop skills within a realistic and enjoyable context, rather than practising them in isolation and from a technical perspective
- Engage in dynamic game-based activities that use a fun approach to developing a range of motor skills.

5.10 EXCURSIONS

Policy statement

Excursions may from time to time be a part of the Centre's program as they provide variety and an opportunity to expand a child's experience, explore different environments and learn new activities.

Staff are to visit or be familiar with the venue before undertaking the excursion to ensure that it is suitable, safe and accessible by all. Staff will phone venue ahead (if possible) when special requirements needed.

When planning an excursion alternative arrangement will be made for adverse weather conditions. Staff will consider not just wet weather, but cold or hot weather conditions when making plans for excursions and the final decision to continue with the excursion.

Procedure

5.10.1 Permissions

- a. Parent's permission will be sought for all excursions.
- b. Children on excursions will be ensured proper supervision and care, for the full duration of the excursion.

All excursions will be planned taking into consideration:

- a. The children's ages, capabilities and interests
- b. Ways to maximise the children's developmental experiences and safety
- c. Suitability of the venue and access including wheelchairs if required
- d. Access to food, drink and other facilities
- e. Weather conditions, which would make the venue unsuitable
- f. The specific clothing and equipment needs of the children

5.10.2 Authorisation and Notification

- a. No child will be taken outside the Centre without the parent's written authorisation.
- b. A minimum of 24 hours' notice will be given to the parent or guardian regarding any excursions.
- c. All excursions will be publicised to all parents with full details of destination, times of departure and return, staff and volunteers attending, and what the children should bring.
- d. An excursion permission form will be filled out for each specific excursion indicating.
 - i. Date
 - ii. Time
 - iii. Cost
 - iv. Proposed destination
 - v. Method of transport
 - vi. Activities involved.
 - vii. Contact number if possible
 - viii. Number of staff and children
 - ix. Child's name
 - x. Parent's name and signature.
 - xi. Excursions to locations visited on a regular basis such as the local park or playground may be undertaken without individual excursion forms when parents have previously given general permission for these activities on the enrolment form.
 - xii. A notice will be prominently displayed at the Centre, which indicates:
 - xiii. Destination of the excursion
 - xiv. Itinerary and timetable
 - xv. Contact phone numbers.

5.10.3 Transportation

- a. Steps will be taken to ensure that all excursions comply with transport legislation and regulations.
- b. The transport policy will apply in relation to travelling to and from any venue.
- c. All staff, relief staff, volunteers and parents on the excursion will be made aware of the transport policy and procedures for supervising and assisting children while travelling in public or private transport or on walking excursions.
- d. Particular attention will be made to assist children when boarding or alighting from public transport and when walking with children across roads or in crowded areas.

Staff Ratios and Supervision

- e. The staff/child ratios:
 - There will be a maximum of 8 children to 1 carer for excursions.
 - There will be a maximum of 5 children to 1 carer for swimming.
 - Responsible adult volunteers over the age of 18 may be used to augment adult/child ratios on excursions.
 - Parents may be invited to assist.
- f. Supervision is of utmost importance and must be maintained at all times.
- g. Children will be at all times in the care of a responsible adult.
- h. A delegated supervisor will be appointed and have overall responsibility for the excursion.
- i. It is the responsibility of the supervisor to maintain head counts and take the roll at appropriate times.

5.10.4 Details

- a. Bush walking excursions will only be undertaken in well-known areas.

- b. Children and staff must remain on defined paths and be instructed in bush safety including what to do in case of a fire or if separated from the group.
- c. Swimming excursions will only be undertaken with children over the age of six and in a well-supervised municipal pool or water park.

While on the excursion:

- a. Arrangements will be made for any children who are not attending the excursion.
- b. No changes to the excursion itinerary will be made unless it is in the best interest of the children's safety and wellbeing
- c. All children will carry an identification badge indicating the Centre's name, address and contact numbers — under no circumstances should children have their names on badges

Information and equipment to be taken on the excursion will include:

- a. A list of all children on the excursion, with relevant personal details and parent contact numbers, (a list of children on excursions will also be kept at the Centre)
- b. A list of all relevant and emergency procedures and contact numbers, to be readily accessible to all staff at all times
- c. A fully stocked portable first aid kit
- d. Spare drinking water
- e. The Centre's emergency, accident, illness and medication, and sun protection policies will be implemented on excursions as required
- f. All children will be instructed regarding behaviour on the excursion and what to do if they are separated from the group.