

# OATLEY OUT OF SCHOOL HOURS CARE CENTRE

Phone - 9580 6591 Postal Address- PO BOX 263 Oatley NSW 2223 Email - [enquires@oatleyoosh.org.au](mailto:enquires@oatleyoosh.org.au)

# POLICIES AND INFORMATION HANDBOOK FOR FAMILIES 2020

## Centre Philosophy

It is the belief of Oatley OOSHCare that children are the focus of our community. Therefore we aim to provide a child-centred service which acknowledges children as active, capable and creative learners.

Oatley OOSHCare aspires to create an environment where children have ownership and independence, whilst being supported as they become socially responsible and build relationships with others.

Here at Oatley OOSHCare, our practice is guided by the 'My Time Our Place' framework for school aged care. We partner with children and their families to make program decisions and ensure to reflect the framework's underpinnings throughout our documentation and planning.

Our educators aim to create a place where children **belong** to a community; **being** who they are and **becoming** who they want to be.

DEEWR. (2011). *My Time, Our Place Framework for School Age Care in Australia*. DEEWR. Grace, R., Bowes, J., & Hodge, K. (2012). *Children, families and communities- contexts and consequences* (4th ed.). South Melbourne, Victoria: Oxford University Press.

## Centre Goals

To provide an environment where all children and families are valued and respected regardless of race, cultural background, religion, ability, gender or sexuality.

To provide a high quality community based service where all children are cared for in a safe, clean, secure and happy environment.

To provide a service that enables parents / guardians to pursue work, study, training or other activities with confidence about the well being of their children.

To promote the social, emotional, creative and physical development of primary school age children through a stimulating program that offers children a diverse range of experiences through structured and unstructured activities and play opportunities.

To incorporate the 'My Time Our Place' framework for school age care throughout the centre's program

To provide an environment that supports and recognises the United Nations Convention on the Rights of the Child in particular article 31 on the child's right to play.

### *Article 31: The Child's Right to Play*

*The child has the right to rest and leisure, to engage in play and recreational activities and to participate in cultural and artistic life. The State undertakes to provide appropriate and equal opportunities for the realisation of these rights.*

## Centre Details

|                           |   |
|---------------------------|---|
| <b>Location</b>           | On the grounds of Oatley Public School and Oatley Community Hall  |
| <b>Postal Address</b>     | PO Box 263 Oatley 2223  |
| <b>Phone</b>              | 9580 6591 (Centre) 9570 1142 (Office)   |
| <b>Email</b>              | <a href="mailto:enquiries@oatleyoosh.org.au">enquiries@oatleyoosh.org.au</a>  |
| <b>Website</b>            | <a href="http://www.oatleyoosh.org.au">www.oatleyoosh.org.au</a>  |
| <b>Hours of Operation</b> | Before School Care 7.00am – 9.00am<br>After School Care 2.30pm – 6.00pm<br>Special Day Care (Pupil Free Day) 9.00am – 3.00pm<br>Vacation Care 7.00am – 6.00pm |

# Daily Routine

## Before School Care – 7.00 – 9.00AM

|        |   |
|--------|---|
| 7.00am | Centre Opens, breakfast is served and activities commence |
| 8:00am | Breakfast ceases  |
| 8.20am | <i>St Joseph's</i> children are escorted to school        |
| 8.30am | Pack up, roll call and group games                        |
| 8.50am | <i>Oatley</i> children are escorted to school             |
| 9.00am | Centre Closes   |

## After School Care – 2.30 – 6.00PM

|        |   |
|--------|---|
| 2.30pm | Centre Opens  |
| 3.20pm | <i>Oatley junior</i> children are collected from the north campus, the attendance roll is called and they are escorted back to the centre with educators<br><br><i>Oatley senior</i> children walk down to the centre where the attendance roll is called |
| 3.30pm | Afternoon Tea   |
| 4:15pm | Programmed activities   |
| 6:00pm | Centre closes   |

# Oatley OOSH Fees

Before School Care Permanent **\$19.00** per session

Before School Care Casual **\$26.50** per session

After School Care Permanent **\$21.00** per session

After School Care Casual **\$26.50** per session

Vacation Care **\$60.00** per *incursion* day (plus activity costs)

Vacation Care **\$60.00** per *excursion* day (plus activity costs)

Special Day Care **\$60.00** per session (7am to 6pm)

**Fees are subject to change.**

## Breakfast Menu

Oatley OOSHCare aims to provide your child with a healthy breakfast during the morning session.

Please read through the menu carefully as it is your responsibility to inform educators if your child is allergic to any of the items or if you have any special dietary requirements.

Please note that breakfast times are between 7:00 – 8:00am only. If you arrive after 8:00am please make sure your child has eaten something at home before arriving at the centre.

### Breakfast Menu

|                            |  |
|----------------------------|--|
| <b>Toast &amp; Spreads</b> | Wholemeal or White bread with a choice of Margarine, Vegemite, Jam, and Honey.     |
| <b>Cereal</b>              | Weet-bix, Cheerios, Nutrigrain, Sultana Bran, Rice Bubbles, or Cornflakes          |
| <b>Drinks</b>              | Selection of Juice, Water, Milk with Milo  |
| <b>Other</b>               | Oats, Porridge   |
| <b>Special Occasions</b>   | Pancakes, Bacon and Eggs<br><i>These options are <u>not</u> offered every day.</i> |

## Afternoon Tea Menu

Oatley OOSHCare aims to provide your child with a healthy snack during the after school session. Our menu is offered in a rotating manner so that each afternoon has a different item.

Please read through the menu carefully as it is *your responsibility* to inform educators if your child is allergic to any of the items or if you have any special dietary requirements.

### Afternoon Tea Menu

|                                  |   |
|----------------------------------|---|
| <b>Everyday</b>                  | Apples, Oranges, Bananas, watermelon (depending on seasonal fruits)<br>Water<br>Sweet Biscuits  |
| <b>Fruit Platter and Snack</b>   | Selection of seasonal fruits - E.g. watermelon, strawberries, rockmelon, pineapple, apples, oranges<br>Snack variety - e.g. popcorn, tiny teddies, Pretzels |
| <b>Picnic Platter</b>            | Selection of vegetables, Jatz, cheese cubes, sultanas, cabanossi  |
| <b>Vegetable Platter</b>         | Selection of vegetables, rice crackers, dips (hummus, avocado, tzatziki)  |
| <b>Antipasto Platter</b>         | Cheese cubes, ham/devon, apricots, grapes, Lebanese bread, sultanas,  |
| <b>Fruit Platter and Yoghurt</b> | A selection of flavoured yoghurts, granola, muesli, sultanas, variety of frozen fruit   |
| <b>Occasional</b>                | Tiny Teddies, Yoghurt, Muesli Bars, Babybel Cheese, Shapes, Hot Dogs  |

All food and drinks will be subject to availability.

# OATLEY OOSHCARE POLICIES AND PROCEDURES

The following outlines Oatley OOSHCare's policies and procedures. Please take your time reading through and understanding each document before signing the enrolment form.

|  |                              |
|--|------------------------------|
| <b>OATLEY OOSHCARE POLICIES AND PROCEDURES</b> | 9                            |
| <b>Administration and Management</b>           | 7                            |
| 1.1 Hours of Operation                         | 8                            |
| 1.2 Services Access                            | Error! Bookmark not defined. |
| 1.3 Enrolment                                  | 11                           |
| 1.4 Fees                                       | 13                           |
| 1.5 Dropping off and Picking up                | 15                           |
| 1.6 Absent and Missing Children                | 17                           |
| 1.7 Maintenance of Records                     | 19                           |
| 1.8 Policy Document and Review                 | 22                           |
| 1.9 Acceptance and Refusal of Authorisations   | 24                           |
| 1.10 Participation and Access                  | 27                           |
| 1.11 Excursion Authorisation                   | 29                           |
| 1.12 Complaints Procedure                      | 30                           |
| 1.13 Roles of Management                       | 31                           |
| 1.14 Financial Management                      | 35                           |
| <b>Facilities and Equipment</b>                | 38                           |
| 2.1 Building Equipment Repairs and Maintenance | Error! Bookmark not defined. |
| 2.2 Storage                                    | 41                           |
| 2.3 Heating, Ventilation and Lighting          | 42                           |
| 2.4 Pest Control                               | 43                           |
| 2.5 Indoor Equipment                           | 44                           |
| 2.6 Outdoor Environment                        | 46                           |
| <b>Educator Policies</b>                       | 47                           |
| 3.1 Educator Selection                         | 48                           |
| 3.2 Condition of Employment                    | 52                           |
| 3.3 Educator Orientation                       | 54                           |
| 3.4 Educator Professionalism                   | 55                           |
| 3.5 Dress Code/ Personal Protective Equipment  | 57                           |
| 3.6 In-service Training and Development        | 59                           |
| 3.7 Educator Review and Appraisal              | 60                           |
| 3.8 Grievance Procedures                       | 61                           |
| 3.9 Disciplinary Action                        | 63                           |
| 3.10 Relief Educators                          | 66                           |
| 3.11 Volunteers/Students/Visitors              | 67                           |
| 3.12 Educator: Child Ratio                     | 69                           |
| 3.13 Duty of Care                              | 70                           |
| 3.14 Communication                             | 71                           |
| 3.15 Workplace Health and Safety               | 74                           |
| <b>Health and Safety</b>                       | 75                           |
| 4.1 Security                                   | 76                           |
| 4.2 Hygiene                                    | 77                           |
| 4.3 Nutrition and Food Safety                  | 79                           |
| 4.5 Transportation                             | 82                           |
| 4.6 Animals                                    | 84                           |

|  |                                      |
|--|--------------------------------------|
| 4.7 Sun Protection   | 87                                   |
| 4.8 Physical Activity  | 89                                   |
| 4.9 First Aid  | 91                                   |
| 4.10 Death of a Child  | 93                                   |
| 4.11 Illness and Infectious Disease                                | 95                                   |
| 4.12 Immunisation  | 100                                  |
| 4.13 Dealing with Medical Conditions and Medication Administration | 101                                  |
| 4.14 Asthma  | Error! Bookmark not defined.         |
| 4.15 Allergies   | 107                                  |
| 4.16 Anaphylaxis   | 108                                  |
| 4.17 Medication  | 110                                  |
| 4.18 HIV/AIDS/ Hep B and C   | Error! Bookmark not defined.1        |
| 4.19 Diabetes  | 1163                                 |
| 4.20 Child Protection  | 1174                                 |
| 4.21 Water Safety  | Error! Bookmark not defined.19       |
| 4.22 Tobacco, Drug and Alcohol Policy                              | 1241                                 |
| <b>Programming</b>   | <b>Error! Bookmark not defined.2</b> |
| 5.1 Daily Routines   | 1263                                 |
| 5.2 Written Programs   | 1274                                 |
| 5.3 Gender Equity  | 1296                                 |
| 5.4 Inclusion  | 1307                                 |
| 5.5 Anti-Discrimination  | 1329                                 |
| 5.6 Excursions   | 13431                                |
| 5.7 Movies and Nintendo Wii  | 138                                  |
| 5.8 Additional Needs Children                                      | 139                                  |
| 5.9 Interactions with Children                                     | 140                                  |
| 5.10 Social Media  | 143                                  |
| <b>Behaviour and Discipline</b>                                    | 146                                  |
| 6.1 Child Management   | 147                                  |
| 6.2 Bullying   | <b>147</b>                           |
| 6.3 Inappropriate Behaviour Policy                                 | 1508                                 |
| <b>Emergencies and Accidents</b>                                   | 153                                  |
| 7.1 Emergency and Evacuation Procedures                            | 154                                  |
| 7.2 Severe Storm   | <b>154</b>                           |
| 7.3 Accidents  | 1585                                 |
| 7.4 Incident/Accident/Illness Report                               | 1618                                 |
| 7.5 Management of Incident, Injury, Illness & Trauma               | 16259                                |

# **Administration and Management**

# 1.1 Hours of Operation

## Policy Statement

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 work or place of study.

## Considerations

- National Standards, section 4.3 (Hours of operation)
- Funding agreement

## Procedure

The Centre will operate during government school terms Monday to Friday, between the hours of:

- 7 to 9am for before school care and 3 to 6pm for after school care
  - The centre will operate during government school holidays selective days between Monday to Friday, between the hours of 7am to 6pm, Oatley Youth.
  - The centre will also open from 7am to 6pm on designated government school pupil free days.
  - The centre will be closed on designated public holidays.
- All parents will be notified of days of closure through our notice board and email.
- All hours of operation will be available in our Handbook for Parents and on our website.
- No children are to be left unattended at the centre outside these hours.
- The Centre will close as from the last day of term four for a duration of two to three weeks; fees are not payable during this time.

Date endorsed: 05/12/2014

Revised: 9/2019

To be revised 9/2020



## 1.2 Services Access

### Policy Statement

We aim to provide places for school aged children needing care during their time out of school hours. We will not discriminate against any families needing care; however, priority of access will be determined by the government guidelines and placement on the waiting list.

The guidelines will be used during enrolment where there is a waiting list for our service, or when a number of parents are applying for a limited number of vacant places.

### 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 primary school only and who have attended at least 1 full term of school.
- The centre will try to meet any specific needs of the families in the local 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:

## PRIORITY OF ENROLMENT

Position allocation is as follows:

1. Children currently attending Oatley OOSH
2. Siblings of children currently attending
3. New children/families

Due to an increase in demand for positions, it may not be possible to offer you and your children all the sessions that you require. If you do not receive all positions requested, you will be placed on a Waiting List and will be contacted when a position becomes available. You are then given a *24 hour period in which to respond to the offer*. If no response is given after this period, the position will be offered to the next family on the waiting list without further consultation.

While we attempt to accommodate all families' needs, there are some circumstances in which positions are allocated outside the above priorities. Oatley OOSH adheres to the Australian Government's "Priority of Access Guidelines" for child care services as outlined below.

### AUSTRALIAN GOVERNMENT PRIORITY OF ACCESS

**Priority 1:** a child at risk of serious abuse or neglect.

**Priority 2:** a child of a parent (or both parents if there is a partner) who satisfies the Government's work, training, study test.

**Priority 3:** any other child

Within these main categories priority is also given to the following:

- Children in Aboriginal and Torres Strait Islander families
- Children in families which include a disabled person
- Children in families on lower incomes
- Children in families with a non-English speaking background
- Children in socially isolated families

- Children of single parents

The guidelines also state:

**“Any service that has no vacant places and is providing care for a Priority 3 child may require that child to leave the service in order for the service to provide a place for a higher priority child.....”**

However, discretion will be used to evaluate every case on an individual basis.

More information can be found at [www.deewr.gov.au](http://www.deewr.gov.au)

Date endorsed: 05/12/2014

Revised: 9/2019

To be revised 9/2020

# 1.3 Enrolment

## Policy Statement

We aim to provide an efficient, environmentally friendly and modern 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. An orientation process is in place for children and their families. The purpose of this is to:

- Enable educators to meet and greet children and their families
- Provide essential operational information
- Form the foundation for successful and caring partnership between home and the service.
- To help children develop a sense of belonging, feel accepted, develop attachments and trust those who care for them (“My Time, Our Place”, Outcome 1).

## Considerations

- National Standards Section 4.6 (Access)
- National Standards Section 5.3 (Maintenance of records)
- Family Law Act
- Laws related to privacy.

## Procedure

- An enrolment form must be fully completed for each family before the child can attend the centre.
- The Centre Director or Supervisor is to go through the online process with the parents prior to starting care to ensure all details and sections have been completed.
- When a parent is having difficulty in completing the online form an enrolment interview should be conducted and if necessary organised in the parent’s first language.
- The enrolment form must contain all relevant details relating to personal, medical and custodial details for each child, parent or guardian and emergency contacts along with any special requirements relating to that child.
- 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.
- All enrolment forms are to be kept in a locked file and kept confidential from all but the approved persons who enrolled the child, relevant educators, management and Commonwealth and / or State Department Officers.
- Enrolment forms are accessible online at all times via the My Family Lounge. Families are regularly encouraged to update their details when there are changes to the family’s circumstances.
- Depending on availability of care, children may be enrolled at any time throughout the year.

- Parents may also place their child on the waiting list for the current year if they do not require care immediately. Care will be determined by availability and priority of access guidelines.
- Cancellation of enrolment may be indicated in two different situations
  - A parent advises the service that no further care needs to be provided. The family must give three weeks' notice if they wish to cancel a child's enrolment. If their position can be filled from the waiting list straight away, continued payment for the three weeks will be waived.
  - If a child receives three red cards in a semester, a suspension of time will occur at the discretion of management. Cancellation of enrolment will be implemented if behaviour continues after suspension.

### **New Children**

- We will conduct a brief orientation at the start of the child's care to inform of the centre's routine and facilities. Children will be informed of the following:
  - Introduction to Educators
  - Location of toilets
  - Bag storage
  - Location of equipment
  - Rundown of routine
  - Explanation of expectations
  - Explanation of program
- After the child has been shown around, educators will assist the child in initiating play and introducing them to a group of children around their age.
- Educators will check with the child at the end of the session to ensure their settling in and address any concerns they may have.

Date endorsed: 05/12/2014

Revised: 9/2019

To be revised 9/2020

# 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 report and according to the centre's required income.

## Considerations

- Child Care Benefit (CCB)
- Confidentiality and maintenance of records.
- Annual Report

## Procedure

### Setting fees

Fees are to be set on an annual basis by management, based on the annual report and ensuring that the required income will be received to run the service efficiently, and can also be changed throughout the year if the committee deems it necessary for the effective running of the centre.

Parents will be given at least three weeks' notice of any changes in the fees.

### Fee payment

- An initial bond of \$300 per family must be paid. This money will be held until the last week of the year or when the child leaves the centre.
- Fees can be paid fortnightly by Direct Debit. A statement of account will be provided for each family at the beginning and end of each term.
- 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 and for public holidays. CCB is paid for sick days with a medical certificate and up to 42 days allowable absences (any day off without a medical certificate) per year, and for public holidays.
- In the circumstance of a separated family each parent must hold an individual account whereby each session the child attends is charged into their own account.
- 3 weeks prior notice in writing is to be given to the Centre Director for any changes to the days of care or cancellation of care.
  - **If no notice is given fees are to be paid.**
- Payment method is via QikPay Direct Debit. Families can select from direct debit via a bank account or credit card.
- When a receipt is requested one will be issued to the family.
- All records will be kept confidential and stored appropriately. Parents may access particulars of their fees at a time convenient to the Centre Director.

## Parent entitlements for Fee Assistance

- Government assistance for fees is available through the Child Care Subsidy. This payment gets paid directly to the service for reduced fees. Parents must complete their online assessment at [MyGov](#) to be eligible for this subsidy. For more information please visit: [www.humanservices.gov.au/childcaresubsidy](http://www.humanservices.gov.au/childcaresubsidy)

## Overdue fees

At the end of each term, families of overdue fees will be notified for immediate payment. Should payment remain outstanding for more than 30 days, Oatley OOSHCare Incorporated may refer any outstanding account for debt collection or issue legal proceedings to recover any outstanding fees. Should an account be referred for debt collection the Customer acknowledges and agrees to pay debt collection charges to be calculated at not less than 20% plus GST and will be incurred on the day Oatley OOSHCare refers the matter to their nominated debt collection agency.

**Please note:** Families with outstanding fees from previous terms will not be permitted to attend Oatley OOSHCare in the new term until the overdue amount is paid in full.

## Late fees

- Any parent who collects their children after 6pm will incur late fees that will be charged at \$15 per 15 minute intervals. i.e. 6:00 – 6:15pm - \$15.00; 6:15 – 6:30pm - \$30.00 and so on.
- Parents must advise the centre when they will be late to collect their child. However, the aforementioned fees will still be incurred.
- If a parent continues to collect their child after 6pm, the Manager will need to discuss other options with them, and suitable arrangements made or the child's place in the centre may be cancelled.

## Casual Fees/ Cancellation

- Casual fees are \$26.50 per morning and afternoon session.
- Casual places can be booked in advance, subject to availability.
- Families who wish to cancel a casual booking must notify the centre 24 hours prior to the session starting. Notice within the 24 hour period will result in the casual fee paid in full.

Date endorsed: 05/12/2014

Revised: 9/2019

To be revised: 9/2020

# 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 well being of the children in our care. Parents are required to follow the centres pick up/drop off procedures to ensure we can provide continuous care of their children.

## Considerations

- National Standards Section 5.3 (Maintenance of records)
- Custodial requirements.

## Procedure

### **Dropping off/Picking up children**

- Children will not be dropped off or allowed access to the centre outside of the centre opening times (before 7am and after 6pm).
- Children must be collected by the closing time of the centre.
- The authorised person is required to sign their children in/out via the online system when arriving and leaving the centre.
  - **Children are NOT allowed to sign themselves in or out**
- An authorised person must be over 18 to collect a child, unless written or verbal consent is given to the centre by the parent/guardian.
- Children who have permission to leave the centre (to an activity) will be signed out by Educators at the agreed time.
- The authorised person and children are to ensure that all belongings are collected.
- The authorised person must ensure that an educator is aware that they are taking the child from the centre.
- Educators are to be notified if the person collecting the child is to be later than usual. The child will be notified to avoid any anxiety.
- If the child is to be collected by anyone different than the name on the enrolment form, parents must have personally informed the authorised Supervisor prior to pick up. This change should be confirmed in writing, if possible, and the person picking up the child must bring identification.
- 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.
- The authorised person is required to give proof of identification to educators if they have not seen them previously.

- The centre will not release the child to anyone who is not authorised without prior consent and in line with centre policy.
- If there is an emergency and the parent or an authorised person cannot collect the child, the parent must personally ring the centre to inform staff. 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., license or photo identification.
- 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.

### **Collection of Children – After 6pm**

If a child has not been collected by closing time, 6pm, and no contact has been made by the parent/guardians to inform educators, then the educator will take the following steps:

1. Attempt to contact parents/guardians
2. If unsuccessful, then emergency contacts on enrolment form will be contacted.
3. At 6.30pm, if no contact has been made, the Supervisor will contact the Child Protection and Family Crisis Service and the child may be taken to the local police station.

Date endorsed: 05/12/2014

Revised: 9/2019

To be revised: 9/2020



## 1.6 Absent and Missing Children

### Policy Statement

We aim to ensure the safety and welfare of the children by ensuring clear communication and cooperation between the centre, parents and the school.

### Considerations

- National Standards Section 5.3.4 (Advising of child's absence)

### Procedure

#### **Absent Children**

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

- Parents/guardians must communicate absences to educators via telephone (including answering machine), via email or in person.
- This information must be recorded on the roll and in the diary.
- Parents must indicate the length of time children will be absent and if this is not known Parents/guardians need to call daily
- Parents will be informed of this requirement on enrolment and through the Handbook for Parents detailing the great importance of the centre knowing of a child's absence.

#### **Should a child not be present and waiting in the designated area when expected, the educator will:**

- Ask the other children of their knowledge of where the child might be.
- Approach the school office or child's teacher and ask for information regarding the child's attendance at school, ensuring all other children are well supervised during this time.
- If parents are not available, educators will continue to call all numbers provided until contact is made.
- If no contact is made, the child is then deemed as missing.

#### **Missing Children**

If the child attended school and is expected to attend the centre, then the educator will:

- Inform the school of the missing child.
- Ask them to find out if the teacher is aware of the parent or anyone else collecting the child and assist in the search of the school area.
- Ensure all the other children are well supervised during this time.

If the child is still not found then the educator will:

- Take the other children back to the centre.
- Try to make contact with the parent or authorised person to inform them and find out any further information
- Continue to keep in contact with the school.
- Maintain appropriate supervision and send educators to look in the local area or follow up on any leads regarding the child's whereabouts.

If the child remains missing:

- The parents/authorised persons are to be kept informed.
- If parents/authorised persons unattainable, the police are to be contacted immediately.

#### **Non-Notification of Absent Children – After School Care**

- If parents fail to notify the centre that their child is absent from any Before or After School Care session, a fee of \$10.00 per family will be charged, per occurrence.

Date endorsed: 05/12/2014

Revised: 9/2019

To be revised: 9/2020

## **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 families, educators 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
- Child Care and Protection Act

### **Procedure**

- Educators and management will ensure that all required records are 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 person enrolling the child, educators and authorised members of the management committee who require relevant information, or Commonwealth and State Government officers when requested.
- All documents relating to educators will only be made available to the individual educator, the Centre Director, and an authorised member of the Management or police if required.
- All documents relating to fee payment and CCB will only be made available to the parent/ guardian or approved persons enrolling the child, educators and authorised members of the Management and Commonwealth Government officers.
- No educators 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.

### **Exceptions are made:**

- For normal information exchange among educators and management for the daily operation of the centre and wellbeing of the educators 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 educator may give information on matters relating to children, educators or management, outside of the centre. Information can be exchanged among educators and management for the daily operation of the centre and wellbeing of the children, or educator. Information may also be required in a court of law.
- Where deemed appropriate by the authorised supervisor, manager or management, relevant information may be exchanged with school officials/representatives.

### **Records to be kept**

#### **In relation to daily operations:**

- **Full enrolment forms**, containing information as required under section 5.3.1 of the National Standards, to be kept in alphabetical order online and in print.
- **Waiting list**, indicating days required.
- **Session records of attendance**, the roll will be called at the beginning or end of each session, using the online system
- **Accident/Incident/Illness record file**, containing nature of accident, incident or illness, who attended to the child and what course of action was taken.  
Note - Accident, Incident and illness records will be kept until the child turns 24.
- **Medication file**, containing parent's instructions and signature, medication required, the date, time and dosage of administration, the person who administered it, and the person who witnessed the administration.
- **Excursion approval file**, containing written permission forms from the parent/carer
- **Written program**, indicating daily activities in the centre and evaluations
- **Communication book** containing all relevant information for educators e.g.: behavioural updates, OOSH updates and training information.

#### **In relation to fees:**

- **Fee receipt records (Qikkids)**, containing payment of fees, type of fee, date paid and by whom, amount and child care benefit received.
- Child Care Benefit records will be kept for a period of 3 years.
- Receipt records will be kept for a period of 7 years.
- **Amount owing records**, indicating fees due, and any outstanding fees, along with procedures undertaken to retrieve outstanding fees.
- **Accounting documents**. All records relating to fees accounting and bank statements are to be kept for a period of 7 years.

#### **In relation to educators:**

- **Educator 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.
- Educators wages, holiday and sick leave entitlements.
- Time and wage records are to be kept for a period of 7 years.
- Union and Superannuation details.
- Work, Health and Safety Details.

#### **In relation to management:**

- **Management structure**, including position titles and duties and current persons holding the positions.
- **Minutes** of meetings and AGMs.
- **Policy Folder**, including centre details, philosophy and policies.
- **Insurance and financial details**, will be kept for a period of 7 years.
- **Funding and other relevant agreements**, such as school/hall licences, local council agreements.
  - All records relating to funding will be kept for a period of 7 years.
- All records are to be kept neat and tidy, updated as required and appropriate information passed on to any new educator or management member.
- 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.

Date endorsed: 05/12/2014

Revised: 9/2019

To be revised: 9/2020

## **1.8 Policy Documentation 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 folder.

### **Considerations**

- National Standards, Section 4.1 (Educator Policy)

### **Procedure**

Management will ensure the development of all required policies under the National Standards.

#### **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 educators, parents or management.
- Educators, parents or management are unsure what to do in a certain situation.
- There have been changes due to outside influences.
- All policies must reflect the current philosophy of the centre.

- Policies will be recorded in a policy folder along with the centre's philosophy, date of endorsement and date of update. This folder is to be kept in the specified place and made available to those who wish to see it.
- Management will ensure that any new management members, educators and families entering the service are made aware of the policy booklet and any specific policies relevant to them.
- Any persons involved in the centre can make suggestions and discuss any concerns they may have regarding current policies. Parents and educators will be informed of this policy on enrolment/employment and through the centre's information handbook.
- Educators 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.
- All other policies will be reviewed on an annual basis and more frequently if the need arises.

**The review of policies will be based on the following criteria.**

- Is the policy operating effectively?
- Does it include appropriate responses to individual incidents?
- Does it meet the needs of all involved in the centre?
- Does it meet the aims and objectives as outlined?
- Is it consistent with current philosophy?
- Is it consistent with current legislation, acts and standards?

Any changes to existing policies will be circulated immediately to all involved in the service through the centre website.

As an ongoing practice specific policies 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.

Date endorsed: 05/12/2014

Revised: 9/2019

To be revised: 9/2020

## 1.9 Acceptance and Refusal of Authorisations

### Policy Statement

Authorisation from families will be requested when required to ensure the safety of the children and staff. A request may be refused unless the appropriate authorisation is provided. Preferably, authorisation is required in written format, however in some circumstances educator discretion may be used.

The Education and Care Services National Regulations require services to ensure that an authorisation (permission) is obtained from families in certain situations. For example, the Regulations stipulate an authorisation must be obtained for:

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

Authorisation from parent/guardians is required for a child to leave the service to attend an extracurricular activity such as a sporting activity, dance, drama, etc. Without authorisation a child will not be able to attend the extracurricular activity. In addition, authorisation must be obtained from parents/guardians if the child is leaving the service to make their own way home.

### Considerations:

- Education and Care Services National Regulations r93, 94, 99, 102, 157, 158, 161
- National Quality Standard Standard 2.3 and 7.3
- Parent Handbook
- Staff Handbook



- Enrolment and Orientation Policy
- Administration of Medication Policy
- Providing a Child Safe Environment Policy

## **Procedure**

The authorised Supervisor will ensure the following details are obtained from parent/guardian:

- The name of the child enrolled in the service
  - The date authorisation applies
  - Signature of parent/guardian
  - Details of the authorised activity (approx start and finish times/ location of activity)
- Apply these authorisations to the collection of children, administration of medication, excursions and access to records.
  - Keep these authorisations in the child's enrolment record.
  - Ensure the child will not be permitted to leave the service to attend any extracurricular activity until authorisation is obtained.
  - Ensure that children are not permitted to sign themselves out or leave the service without an authorised adult, unless written authorisation has been given.
  - Obtain written authorisation, if a person other than the parents/guardian or other nominated person cannot collect the child.
  - In certain circumstances, verbal authorisation may be accepted at the discretion of the Supervisor on duty. This would be relevant in situations where there has been an emergency situation and no one from the child's authorised list is able to collect the child. An email or text message is suitable as written authorisation.
  - Exercise the right to refuse if written or verbal authorisations do not comply with the requirements outlined above.
  - Waive compliance for authorisation where a child requires emergency medical treatment for conditions such as Anaphylaxis or Asthma. The service can administer medication without authorisation in these cases, provided they contact the family and emergency services as soon as possible after the medication has been administered.

Date endorsed: 05/12/2014

Revised: 9/2019

To be revised: 9/2020



# 1.10 Participation and Access

## Policy Statement

We believe that participation by parents/guardians/approved persons in issues relating to their children is important. Parents have joint legal responsibilities for their children unless there is a Court Order determining otherwise. 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.
- Network of Community Activities (Educator Policy)

## Procedure

- Educators 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.
- Educators 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.
- Educators will accept individual differences in the way parents bring up their children.
- Parents will be informed of all relevant issues in the centre through direct contact, notice boards, or letters home.
- Parents are welcome in the centre at all times and educators will happily explain activities or answer any questions about the centre to them.
- Parents need to be aware of the educator'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 Centre Director, Supervisor or other Educator, an appointed time suitable to both will be organised.
- Parents are encouraged to become involved in the centre's activities.

## **We will actively seek this involvement by:**

- Keeping them informed and updated on current issues in the centre
- Asking for their assistance and participation in particular events such as assisting in the program and other special events.

- Inform them of the management structure and how they can be involved.
- Invite them to attend or to read a report of the AGM meeting displayed on the notice board.
- Inform them of relevant management decisions.
- Encouraging feedback and input from parents in relation to the program, policies or other issues relating to the centre.
- 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.

#### **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.

#### **When a non-custodial parent attempts to collect a child from the centre the educators will:**

- Be polite, firm and clear whilst remembering their primary duty is to the children in their care.
- Clarify the legal position with the non-custodial parent. For example educators 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 educators should be immediately aware of any unfamiliar person on the premises and find out what they want as quickly as possible.

Date endorsed: 05/12/2014

Revised: 9/2019

To be revised: 9/2020

# 1.11 Excursion Authorisation

## Policy Statement

Oatley OOSH Care will request authorisation from families when required to ensure the safety of the children and educators and may refuse a request unless the appropriate authorisation is provided. Educators will not allow children to leave the centre to attend any extracurricular activities unless written authorisation is obtained by a parent or guardian.

## Considerations

- The Education and Care Services National Regulations

## Procedure

- Before a child is allowed to attend any extracurricular activity, written permission must be obtained from a parent/guardian – including school based activities.
- No verbal permission will be accepted, discounting emergency circumstances.
- Written permission is to be given every term. Failure to do so will result in non-attendance.
- Parents/guardians must ensure that correct details pertaining to the activity's nature, location, times and their child's method of transportation to the activity are given. Educators will follow directions given by parents and will not deviate from written instruction.
- Where relevant, children will be escorted to the activity by an educator adhering to the Government Standards for child and educator protection of a ratio no greater than 1:7.
- Educators responsibility for the child will cease once the child is in the care of the supervising adult. Educators will, where possible, obtain the signature of the supervising adult at the activity to mark the end of care.
- When applicable, responsibility of the child will resume when the educator arrives at the end of the activity and continue until collection of child from the centre.
- If the child refuses to attend the activity, educators will encourage attendance but will not force the child to attend.

Date endorsed: 05/12/2014

Revised: 9/2019

To be revised: 9/2020

## 1.12 Complaints Procedure

### 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, educators, management, programs or policies without fearing negative consequences. We will ensure 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, 1994.

### Procedure

We will support parents' right to complain and will help them to make their complaints clear and try to resolve them.

- 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.
- Every parent will be provided with details of the grievance procedure, in the Handbook for Parents.
- All confidential conversations with parents will take place in a quiet place away from children, other parents or educators not involved.
- If a parent has a complaint or comment about the service, they will be encouraged to talk to the Centre Director who will arrange a time to discuss their concern and come to a resolution to address the issue.

If the complaint is not handled to the parent/guardian's satisfaction at this level they should discuss the issue with the President of the Management, either in writing or verbally.

- The Management will discuss the issue with the Manager 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 Manager and parent to resolve the problem.
- The parent's complaint is to be recorded and dated indicating the issue of concern and how it was resolved.
- The Manager or Management will inform the parent of what has been decided regarding the issue. Educators will also be informed of any relevant issues that they need to address or be aware of.
- This can be done verbally or if the issue has been dealt with on a more formal basis then the Management or Centre Director will write personally to the parent.
- If any complaint cannot be resolved internally to the parent/guardian's satisfaction, external options will be offered such as an unbiased third party.

Date endorsed: 05/12/2014

## 1.13 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

- 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.
- The management structure will be recorded with the duties clearly described. Members of the committee will consist of, parent users and interested community members. Office bearers will be elected each year at the Annual General Meeting.

### **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.
- A handbook for Management will be developed, updated and given to all the Management. Existing members are encouraged to give support to new incoming members.
- Management committee will be open to all parents using the service.

- Parents will be actively encouraged to participate.
- Decisions about the overall operation of the centre will be made at Management Committee level. Parents and educators will be kept informed about the committee meetings and decisions and have opportunities to have input into the management of the service.
- The Centre Director will attend meetings of management and present a written progress report regarding the running of the centre and will provide information to the committee to assist in making decisions.
- Supervisors/Educators may be invited to attend management meetings as required.

### **Role of the committee**

- The committee is responsible for the ongoing management of the centre. Primarily this involves legal, financial and employment responsibilities.
- The responsibility for the day- to -day operations of the centre however is delegated to the Centre Director.
- The committee meets in accordance with the constitution.

### **General ongoing tasks of the committee include:**

- Ensuring the needs of the parents, children and educators are met.
- Communication of relevant issues.
- Publicity and public relations.
- Review of policies.
- Financial management and administration.
- Liaison and compliance with funding and licensing bodies.
- Employment and performance management of the Centre Director.
- Review of contracts to ensure appropriate industrial awards are adhered to.
- Addressing ongoing issues as they arise.
- Nominated management members may gain access to the services records, etc. but only in accordance with confidentiality guidelines and when necessary to fulfill their management responsibilities. Confidentiality will be maintained at all levels at all times.

### **Specific roles of the officers**

#### **President**

- Facilitate the smooth running of the Management Committee.
- Set the meeting agenda, which will cover all necessary business.
- Chair the Management Committee meeting and ensure it is convened in accordance with the rules of the organisation.



- Determine if a quorum is present at meetings.
- Ensure the agenda is adhered to and that all members have a chance to contribute to the discussion.
- Help the meeting come to agreement.
- When decisions are made, clearly state what the decisions were, who will implement these and ensure this is recorded in the minutes.
- Summarise at the end of every meeting so that individuals have a clear understanding of tasks to be performed and decisions made.
- Close the meeting only after the business at hand has been properly conducted.
- Act as a spokesperson for the committee when necessary.

### **Vice President**

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

### **Secretary**

- Keep records of all business to do with the committee, including correspondence and minutes.
- Call meetings giving notice as required under the constitution.
- Read and table for the meeting all relevant incoming and outgoing correspondence.
- Deal with this correspondence as decided by the committee.
- Ensure that all correspondence relevant to the educators is forwarded to them as soon as possible.
- Before each meeting, organise the venue, prepare and distribute the agenda.
- Take the minutes for the meeting.
- After each meeting, copy and distribute the minutes to the members of the committee.
- Ensure the minute folder is kept and updated and signed by the President at the next meeting.

### **Treasurer**

- Oversee the financial management of the centre.
- Ensure that true and proper financial records are kept.
- Work with the Centre Director to plan a budget for financial expenditure both operational and capital.
- Authorise all banking and wages and any large purchases.
- Present a written report and 'Income and Expenditure Statement' at the Committee meetings.
- Review and sign off on annual audited accounts.

- Ensure that all government and funding agreement requirements are carried out.

### **Liaison Officer**

**The Liaison Officer wherever possible should be a role taken by the Centre Director.**

- To act as the liaison person between the educators, parents, school, the community and the committee
- To be a contact person on the committee, for educators if required, e.g. if need to inform them of their absence, issues or problems that they wish to seek the committee's advice on.
- To encourage interaction between educators, parents and the committee.
- To ensure new educators are oriented to their job.
- To encourage educators to participate in educator training.
- To be involved in educators evaluation and review.
- To ensure that educator and parent handbooks are updated and available.
- To participate in the grievance procedure where necessary.

Date endorsed: 05/12/2014

Revised: 9/2019

To be revised: 9/2020

## **1.14 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 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.
- Incorporation Act.
- Income Tax Assessment Act.
- Goods and Services Tax
- Superannuation Act.
- Children's Services Award 2010.

### **Procedure**

The treasurer's roles:

- Draw up an annual budget in consultation with the Centre Director, to be approved by Management.
- Review the budget with the Centre Director clearly identifying relevant issues such as allocated petty cash and monies made available for new equipment etc.
- Report termly on the financial progress of the service at the committee meetings. This information will be available to members of the association.

- New Management members will be provided with a summary of the service's financial position on their election to Management.
- Be responsible for ensuring that required financial transactions are recorded properly, and stored securely.
- The Treasurer is responsible for reviewing the annual audited financial documents.
- The Audited Balance sheet and Income and Expenditure statement will be presented to the Committee members at the AGM.
- 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.

The Centre Director or other delegated person will be responsible for the day to day financial management of the centre such as collection and banking of fees, allocation of petty cash and payment of expenses.

Date endorsed: 05/12/2014

Revised: 9/2019

To be revised: 9/2020



# Facilities and Equipment

## 2.1 Building and 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.
- Australian Standards for playground equipment.

### Procedure

Equipment will be chosen to meet the children's developmental needs and interests.

Buildings and all equipment will be maintained in a safe, clean condition and in good repair at all times.

- There must be no damaged plugs, sockets, power cords or extension cords.
- All plug sockets shall be maintained as child safe.
- Electrical appliances shall be in good working order.
- Electrical circuit breakers will be installed and be maintained.
- Faulty equipment should be removed and discarded safely
- Hazard identification should be placed around any dangerous building sites.

Provision will be made in the budget for regular maintenance and repair work and for deferred costs of major capital repairs.

- All contractors should have their own public liability insurance.
- The centre and equipment will be regularly checked to ensure that they are in a good and safe condition and comply with relevant Australian Standards.
- Equipment will be regularly washed and cleaned.
- Recycled craft materials should be checked for potential hazards.
- A risk assessment is to be carried out on any maintenance repairs.
- Anything that requires maintenance that is the direct responsibility of either Oatley Public School or Georges River Council is to be reported to the relevant parties as soon as possible.

Educators should ensure safe handling of all tools and equipment used as part of any activity.

Parents will be encouraged to notify the educators of any problems that they might observe.

**It is the committee'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, children and families.**

The centre will be closed if it is considered unsafe or if there is a health risk until the problem has been rectified. All relevant parties will be notified.

Date endorsed: 05/12/2014

Revised: 9/2019

To be revised: 9/2020



## **2.2 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)

### **Procedure**

A storage system should be devised that ensures easy access and un-cluttered storage of all equipment.

- Storage areas will be cleaned and tidied at least twice a year or when deemed necessary.
- Play equipment and toys will be stored in separate containers. This should be accessible to the children during the operating hours of the centre.
- Children will show respect for the equipment and be expected to pack equipment away that they remove from the cupboard.
- All equipment is to be neatly packed away at the end of each session
- Craft equipment will be stored in a separate area; children should ask permission before removing any craft equipment, such as paints and glues etc.
- Drawing paper and other materials will be made available to the children at all times.
- All craft equipment is to be properly washed and cleaned before storage.

- Where room permits a separate storage area will be available for large outdoor and sporting equipment.
- 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. It is the responsibility of the Educators to ensure that these areas remain secure at all times.
- Kitchen and other refuse areas will be provided; containers will be lidded, cleaned and emptied daily.
- Educators and management will ensure that all family 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.

Date endorsed: 05/12/2014

Revised: 9/2019

To be revised: 9/2019

## 2.3 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

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.
- All heating and cooling systems and power cords will be kept in a safe area and away from children.
- The Centre Director will take individual needs and specific activities into account when ensuring that heating levels are comfortable.
- Should educators, 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 Management and steps made to address the problem.

Adequate **ventilation** will be provided at all times. Windows will be properly maintained to ensure easy opening.

- Where activities involve toxic materials such as paints and glues, educators are to ensure there is adequate ventilation before undertaking the activity.

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.

- Outdoor lighting will be suitable so that parents, educators and children can enter and exit the building without any unsafe dark areas.
- 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.

Date endorsed: 05/12/2014

Revised: 9/2019

To be revised: 9/2019

## 2.4 Pest Control

### Policy Statement

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

### Considerations

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

### Procedure

All areas will be checked daily for any signs of pests or vermin.

- Equipment and especially food items will be stored correctly, so that it will not attract pests and vermin.
- Bins and disposal areas will be emptied and cleaned daily.
- Kitchen and food preparation areas and storage will be cleaned and maintained daily.

**Should any pests or vermin be identified then action will be taken to ensure that pests are properly exterminated:**

- Where possible, nonchemical means of removal and cleaning will be used.
- Low irritant, environmentally friendly sprays to be used minimally and only with adequate ventilation and preferably not in the presence of the children.
- Other methods such as the employment of a pest control company if deemed necessary by management where the above methods have failed.
- If non urgent, the Centre Director will bring the problem to the attention of the school or council and if that fails management will decide on the appropriate course of action.

- Any use of chemical products should only be conducted outside the hours of the children's and educators presence in the building.
- All action will be taken to remove the children, educators and parents from the environment for as long as is safe and viable.

Date endorsed: 05/12/2014

Revised: 9/2019

To be revised: 9/2019

## 2.5 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 educators and children)

### Procedure

- The centre's indoor environment will be smoke free.
- 'No smoking' notices are displayed.
- The centre will only enrol the number of children in the centre, which can comfortably fit into the building space and in accordance with the National Standards.
- 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, library and verandas.

### **Separate areas in the indoor environment will be provided for:**

- Parents to sign their children in/out of the centre.
- Educators to complete administrative tasks , answer phones, and maintain daily records.
- Educators and parents to talk in confidence.
- Children to store their bags and belongings.
- Storage of equipment, food, dangerous materials, and family records.
- Preparation of food and drinks.

- Kitchen and other refuse.
- Cleaning of equipment.
- Toilets, hand basins and hand drying facilities.
- Creative and other activities.
- Large and small group activities
- Display of children's activities and work.
- Quiet space for children to retreat to, do homework or lie down if unwell.

**The indoor area is to be set up:**

- To allow children to participate in a variety of activities with easy access to equipment.
- Easy access to areas should be maintained by making clear easily definable passageways and walkways through the building.
- Educators will ensure that children properly store their bags and that items are not thrown into walkways or play areas.
- All items obstructing areas are to be removed and placed in the correct storage areas.
- Areas must be set up to ensure that proper supervision can be maintained at all times.
- Access to the outdoor environment should be clear and easily accessible by the children and educators.

Date endorsed: 05/12/2014

Revised: 9/2019

To be revised: 9/2019

## **2.6 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 educator and children)

### **Procedure**

- The outdoor environment will be smoke free.
- 'No smoking' notices are displayed.
- The outdoor area is easily accessible to the educator and children.
- The outdoor space is inspected daily for any obstacles or dangerous items.
- These items shall be disposed of in a safe and careful manner prior to the children playing in the area.
- The outdoor space will be set up in a variety of ways to encourage participation.
- Areas will be made available, where children can play in large or small groups or by themselves
- Supervision should be properly maintained. Children are only to play in the areas that are clearly visible to the educator, and where proper child/educator ratios are maintained.
- Clear boundaries are set and enforced.
- Adequate shade via trees and coverings will be maintained.
- Shaded areas will be used as much as possible when setting up activities.

- 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 educator/child ratios can be maintained both indoors and outdoors.

Date endorsed: 05/12/2014

Revised: 9/2019

To be revised: 9/2019

# Educator Policies

## 3.1 Educator Selection

### Policy Statement

We believe that educators are the most valuable asset to the quality of the centre and that high quality educators are imperative to the smooth running of the centre. We aim to employ the best possible educator for the position through fair advertising and selection processes.

### Considerations

- National Standards Section, 3.2 (Educator qualifications and training)
- National Standard Section 3.4 (Fit and proper persons)
- National Standard Section 2.5.2 (First aid facilities and qualifications)
- Equal Opportunities Act.
- Anti-Discrimination Laws.
- Prohibited Employment Legislation (Working With Children Check)
- Network Of Community Activities

### Procedure

#### Qualifications

- **Centre Director**
  - Responsible for the running of the Centre on a daily basis and reports to the Management Committee
  - Desirable, minimum 2 years' experience management experience in a relevant field and demonstrated ability to work independently.



- Holds a current first aid certificate or willing to undergo training to obtain this.
  - A person of good character, with excellent communication and organisational skills
  - Awareness of child protection responsibilities, and other relevant government industry standards.
  - Has an interest and desire to work with children, educators and families.
  - An ability to supervise, lead and support educators.
  - Has administration skills and experience, with a knowledge of microsoft office.
- **Educational Leader/Nominated Supervisor**
    - Desirable, minimum 2 years' child care experience or relevant field and demonstrated ability to work with children and educators.
    - 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
    - Knowledge 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, support and lead a team of educators.
    - The Educational leader and Nominated Supervisor will sign Oatley OOSH/Care consent form agreeing to this position.
- **Educator**
    - Relevant training and/or relevant experience in child care to successfully fulfil the position.
    - Holds a current first aid certificate or is 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
    - Has an interest and desire to work with children.
    - Has an ability to communicate with adults and children.
    - Educators shall be a minimum of 18 years, unless employed under an apprenticeship or traineeship
- **Arrangement**
    - Oatley OOSH/Care's Nominated Supervisor will be responsible for the service at all times regardless of their physical presence at the centre.
    - 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 legal responsibilities during this time. The details of the Nominated Supervisor and Responsible Person will be displayed at the centre at all times.
    - Oatley OOSH/Care will appoint an Educational Leader and display the name of this person for families should they wish to discuss the service's programming practices.
    - At all times of the service's operation, there will be at least one educator who holds a current approved first aid, anaphylaxis and asthma management qualification.
    - Educators will record their name and hours of work at the service. All students, volunteers and visitors will record their name and hours of attendance at the service.

## Recruitment

- When a position becomes available the Centre Director and a representative supervisor will conduct interviews with potential candidates
- Where the position is for the outgoing Centre Director an educator representative will be placed on the panel
  
- **The Centre Director will:**
  - Approve the job description and select criteria for the position.
  - Determine the method and placement of advertising and place the advertisement including notification of the Working with Children Check.
  - Short-list the applicants.
  - Arrange interview questions, date and time.
  - Contact the applicants for interview.
  - Ask applicants to consent to screening
  - Conduct the interviews.
  - Arrange for the Working with Children Check on the preferred applicant.
  - Make a decision on a suitable applicant.
  - Ensure that approval for selected educator has been approved under WWCC.
  - Offer the position to the successful applicant and contact the unsuccessful applicants after the position has been accepted.
  - Set date for the commencement of employment and orientation of the new person.
  - Prepare letter of employment and contract.
  - Make a decision on a suitable applicant, which is put before the Management for final approval.

## Advertisements

Advertisements shall be placed in the local paper, Network, Indeed and Seek

- **Advertisements are to include:**
  - Job title.
  - Specific employment information, including hours of work and Award rate.
  - Include that Working with Children Check required.
  - Applications in writing should include
    - Contact telephone numbers
    - Resume
    - Minimum of (2) referees at least one a work reference, and full contact details.
  - A signed consent to screening.
  - Closing date and postal address for applications.

## Interview

- The Centre Director will draw up suitable interview questions, which relate to all aspects of the position and ensure equal opportunity guidelines are followed.
- The Centre Director shall draw up a list of essential requirements for each answer.
- No longer than 5 days after the closing date the Centre Director and management (if required) will meet to discuss the applications, develop a short list and decide on the interview date and times.
- An appropriate time frame (approximately 30 minutes) will be allocated to each interview, with a short break between, for discussion.
- The Centre Director will contact the applicants to determine the time and date of interview.
- Each applicant will be given a copy of the job description and relevant child protection forms before the interview.
- Each applicant will be asked the same questions with their answers recorded.
- The Centre Director and representative supervisor are to discuss each applicant and their suitability for the position based on their answers, qualifications and experience, comments from referees, and the selection criteria drawn up by the panel.
- Should the committee have difficulty in deciding between two applicants, a second interview for these applicants will be conducted, with new questions.
- The Centre Director will then make a decision on the applicant for the job according to the selection criteria. The preferred applicant's referees will be contacted to confirm applicant's suitability and checked with the Approved Screening Agency before offering the applicant the position in a 'child related' field.
- Should the applicant decline the position the committee will either make a second choice from the other applicants or if none are seen as suitable re-advertise the position.

#### **Notification**

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

#### **Equal Employment Opportunities**

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

Date endorsed: 05/12/2014

Revised: 9/2019

To be revised: 9/2019

## **3.2 Condition of Employment**

### **Policy Statement**

We aim to provide a flexible, harmonious working environment that ensures the rights of employees are met at all times. All educators will be employed under the appropriate awards and conditions, taking into consideration Equal Employment Act, Income Tax Assessment Act, Superannuation Act, Industrial Dismissal Act, and Health, Safety and Welfare Act.

### **Considerations**

- Appropriate Awards and Conditions.
- Income Tax Assessment Act.
- Superannuation Act.
- Industrial Dismissal Act.
- Health and Safety Act.

### **Procedure**

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

- Sick leave, annual leave, rostered days off, overtime, jury duty, study leave, carers leave etc.

Management will ensure they are aware of the appropriate conditions and keep up to date in relation to any changes in the Award.

- Educators are encouraged to remain up to date with their appropriate conditions and inform management of any changes.
- Educator appraisals will take place after a period of one month in the position.
- Performance reviews will then be conducted on an six monthly basis.
- All educators will maintain professional behavior at all times.
- All grievance issues are to follow the appropriate procedures as outlined in the grievance and discipline and dismissal policies.

- Educators will be paid fortnightly, as advised by Management.

**Leave:**

- Annual leave will be taken as negotiated with Management.
- Annual Leave when necessary will be rostered to ensure the required educator levels are maintained at all times.
- Applications for leave must have two weeks prior notice and be approved by management.
- The management based on each individual's request will determine applications for leave without pay.
- Each educator will supply and record their full name, address, date of birth, evidence of any qualifications they hold including first aid and the identifying number of the employees Working With Children Check.

Date endorsed: 05/12/2014

Revised: 9/2019

To be revised: 9/2019

## 3.3 Educator Orientation

### Policy Statement

Educator orientation is an important process, in ensuring educators are fully equipped to carry out their duties in the best possible way. An orientation process will be developed and carried out for all employees in the centre. Providing the educators with a clear understanding about the service and its operations, as well as their expectations within the centre.

### Considerations

- Educator Awards and Conditions.

### Procedure

A member of Management Committee and/or the Centre Director will conduct the orientation process after the applicant has accepted the position. An orientation checklist will be completed and signed.

#### **The orientation process will include:**

- Introductions to existing educators and management.
- Guided tour of the service.
- Being shown where all relevant records are kept.
- Discussion about working arrangements and expectations, including professional code of conduct and duty of care.
- Information about the review and appraisal system.
- Opportunity to ask any questions regarding the centre or expectations.
- The new educator will be provided with the following information:
  - Centre operation and hours
  - The centre philosophy and policies
  - Parent information book
  - Centre's code of conduct
  - Job description
  - Emergency procedure duties
  - List of current educators and management and their positions
  - Terms and conditions of employment
  - Superannuation information and forms
  - Taxation forms
  - Probation period and review and appraisal procedure
  - Appropriate lines of communication with educators and management

- After the period of one week the educator will sit down with the manager to address any further issues they may have once they have been in the centre.

Date endorsed: 05/12/2014

Revised: 9/2019

To be revised: 9/2019

## **3.4 Educator Professionalism**

### **Policy Statement**

The professional attitude and behavior of the educators is of utmost importance to the provision of a quality service with a positive reputation in the community and the standard of care provided for the children and families in the centre. We aim to provide clear guidelines to the educator regarding the expectations for their professional behavior in the centre.

### **Considerations**

- Network's Code of Professional Practice
- Duty of Care
- National Standards

### **Procedure**

- Educator professional code of conduct, duty of care and expectations will be discussed in the initial orientation process of all new educators.
- Educators will be made aware of their duty of care and their responsibility in relation to supervision, health and safety of the children.
- Professional behavior in all areas will be reviewed as part of the ongoing employment of all educators.
- The Management in conjunction with the Centre Director will immediately address any breach in the professional expectations outlined. If the concern involves the Centre Director, two representatives from the Management will conduct the discussion.
- All discussions will be recorded and standard of behavior and expectations clearly explained.
- Any further problems will be addressed as per the discipline procedure.

### **Educators will:**

- Be made aware of the centre's philosophy and policies and will be expected to follow these. Should an educator have any concerns with the policies, they are to raise this with the Manager or committee liaison officer.
- Be expected to know, understand and perform their duties as per their job description.
- Be expected to maintain and improve their skills through participation in educator training and development opportunities. The committee will ensure that monies are made available in the budget for educator training.
- Be expected to start duties on time.

- Use only suitable language that is not offensive to other educators, parents and children.
- Be expected to follow all confidentiality issues.
- Be expected to know and follow the child protection policies.
- Be shown Network's 'Code of Professional Practice for OOSH Services'.

**Educators will not:**

- Attend work under the influence of drugs or alcohol.
  - Attend work when they are unfit to do so due to injury or sickness and must inform the centre as soon as possible.
  - Will not smoke in or around the building, or in the sight of the children.
- 
- The quality of the centre and positive working environment are dependent on good educator and parent relationships. Educators will follow proper communication procedures as outlined in the policy folder.
  - Good teamwork will be outlined in all job descriptions.
  - Any conflicts that arise must be addressed as outlined in the grievance procedure.

Date endorsed: 05/12/2014

Revised: 9/2019

To be revised: 9/2019



## **3.5 Dress Code/ Personal Protective Equipment**

### **Policy Statement**

When educators are on duty, they must follow the dress code and personal protective equipment guidelines outlined in our policy procedure outlined below.

### **Considerations**

- Network's Code of Professional Practice
- Duty of Care
- Sun Safety Considerations
- Work, Health And Safety Guidelines
- National Standards

### **Procedure**

#### ***Educators are to wear:***

##### **Shirts:**

- The educator must wear the OOSH polo shirt that they have been provided with at all times whilst on site and on excursion.

##### **Pants/ Skirts / Shorts:**

- All shorts and skirts must reach just above the knee

##### **Covered shoes:**

- Flat shoes and enclosed shoes
- Well fastened and firmly grip the foot
- Flexible, cushioned sole
- Support and grip around the heel
- Comfortable to wear all shift
- Tread kept clean and in good condition.

##### **Hats:**

- Must be worn outside at all times in accordance with our "sun protection policy". These should be broad brimmed with a width of 10 – 12 cm as per WH&S guidelines.

##### **Jewellery:**

- Is permitted to be worn as long as it is not dangerous, excessive and is not at risk of hurting the children, other educators or parents.

- The centre is not responsible for any jewellery that is lost or broken while on the premises or engaged in hours of work.

#### **Belts:**

- Are permitted as long as they have are flat and have no protruding items attached to them.

#### ***Personal protective equipment:***

State Work, Health and Safety Acts require employers to provide and maintain safe working environments. Employers must ensure their employees can work safely and without risk to their health. In turn, employees have a personal responsibility for their own safety and health. This includes:

#### ***Sun Safety***

- To comply with this, educators are required to use SunSafe Personal Protective Equipment
- Broad Brimmed, legionnaire or bucket-style hat
- Sunglasses
- SPF30+ broad spectrum sunscreen

#### ***Road Safety***

- Educators must wear high visibility vests when off premises. This includes, but is not limited to: walking to and from school, opening the gates, retrieving equipment and participating in fire/lockdown drills

#### **Immunisation/vaccination**

- All educators are responsible for meeting the costs associated with immunisations and vaccinations.

#### **Documentation**

- All educators must have documentation on their file of all screening tests and vaccinations received, including date, batch number, and date for renewal and type/brand name of each vaccine.
- Documentation needs to be from the provider and signed by physician
- The providers name, address and phone number needs to be on the documentation.

#### **Rain coats/wind jackets**

- Educators should wear high visibility rain coats when exposed to the weather. No umbrellas are to be used.

#### **Gloves**

- Disposable gloves must be supplied and used for
  - Handling any bodily fluids or waste
  - When cleaning/using chemicals
  - Administering first aid
  - Food preparation and handling

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019

## **3.6 In-service Training and Development**

### **Policy Statement**

We believe that the quality of the service is developed through continual training and development of the educators. We aim to provide educators with encouragement and support to further their skills.

### **Considerations**

- National Standards Section 3.2. (Educator qualifications/training)

### **Procedure**

- Management will ensure that sufficient funds are made available in the budget for all in-service training and development.
- The Centre Director will inform the committee of any specific training and development needs of the educator.
- Educator performance reviews and the centre requirements will be used to establish further training needs.
- The Centre Director, in conjunction with the committee, will access all training available and determine what will be attended and by whom.
- All educators will be given the opportunity to be involved in some form of training throughout the year, as well as the opportunity to upgrade their qualifications, in line with the 'National Quality Framework'.

A variety of training methods will be used including:

- Internal workshops
- External meetings
- External workshops, conferences and seminars
- Accredited short courses

The service will cover the cost of all authorised training

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019

## 3.7 Educator Review and Appraisal

### Policy Statement

We aim to provide the best quality care for the children by ensuring that high standards of work performance and job satisfaction are maintained. An appraisal system will be conducted to provide avenues for discussion and improvement.

### Considerations

- National Standards Section 3.4 (Fit and proper persons)

### Procedure

All educators will be informed of the appraisal system on acceptance of the position, and given details in the orientation process.

- An initial review will be undertaken after a period of one month in the position.
- Performance reviews will then be conducted on a six monthly basis.
- Educators and management will agree with the format of the appraisal system, which may be updated to more suitable systems after review, discussion and endorsement by the Management and educator.
- All educators will be given at least two weeks notification of an upcoming appraisal and a convenient time arranged for both parties.
- The appraisal system shall clearly state the expectations for each position and identify clear performance measures.
- The appraisal system shall ensure two-way communication is maintained and is used as a positive avenue for improving educator's performance.
- The appraisal system can be used as a tool to identify future training needs of the educators.
  
- At the completion of the appraisal an action plan will be developed identifying areas of training, and action to be taken and goals set for each educator. This will be agreed to and signed by both parties.
- Where it is identified that the educator is not meeting the required performance measures then the following will be undertaken:
  - Action plan developed to identify areas for improvement. This will include a time frame for further review.
  - Training areas identified and put into place as soon as possible.
  - Support and guidance given to the educator to help them through the process and assist them in achieving the required standards.
  - The support can be given through the Centre Director or the Committee liaison officer.
  - A record made of the above, dated and signed by both parties.

- Should no improvement be made by the next review then further action will be taken.

If the educator is still dissatisfied then they should put their concern in writing asking for the decision to be reviewed or that they wish to pursue the issue further through other avenues. e.g. mediation

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019

## **3.8 Grievance Procedures**

### **Policy Statement**

We aim to maintain a positive working environment for educators and for the committee. We will do this through addressing all work related problems, complaints or concerns as quickly and effectively as possible. The procedure encourages ownership of issues and participation in the resolution process. The highest standards of confidentiality will be practiced at all times.

### **Considerations**

- Relevant industrial agreements
- Privacy conventions

### **Procedure**

#### **General Grievance Procedure**

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

## **Formal Grievance Procedure**

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

### **Grievances:**

- The whole committee should be briefed.
- The grievance(s) will firstly be investigated by the Centre Director or Management Committee as appropriate.

### **The investigation will involve:**

- Interviews with both parties and/or witnesses
- Assessment of relevant documentation e.g. job descriptions, policies etc.
- Preparation of a clear description of the issue
- Arranging a formal meeting between parties
- A meeting will be conducted by a neutral third person. This person will manage the conduct of the meeting, be impartial having no input to the content of the meeting, and will prepare a written record of the outcome(s) of the meeting.
- Where the centre cannot identify a suitably impartial person, the management committee will agree to invite a qualified mediator to assist.

### **The meeting will:**

- Identify the issue(s) of concern and persons who are involved
- Arrange all parties to be involved and to put forward their views
- Identify alternative solutions
- Attempt to reach a mutually satisfactory resolution of the issue(s).

At formal grievance resolution meetings all parties are entitled to invite a support person to attend. This person does not provide input to the meeting, but may offer support and advice to their party during the meeting.

A confidential written record of the outcome of the meeting will be given to all participants who are to acknowledge their agreement by signing the record. A signed copy will be kept with educators files.

The neutral party will inform the management committee of the meeting's outcome(s).

Management will ensure that outcomes are included in job descriptions or centre policies as appropriate.

If one party remains dissatisfied with the meeting's outcome(s) then this should be put in writing to the management committee asking that the process be reviewed or stating that they intend to pursue the grievance further through other suitable avenues.

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019

## **3.9 Disciplinary Action**

### **Policy Statement**

We aim to provide a quality service through the professional behaviour and high standards of conduct of our educators. We will encourage educators to maintain good working relationships and have a commitment to maintaining a quality standard of work.

Should educators fall below clearly identified standards then we will address this in a swift and considerate manner.

### **Considerations**

- National Standards Section 3.4 (Fit and proper persons)
- Relevant industrial agreements.
- Network Community of Activities (Educator Policy)

### **Procedure**

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

Management will ensure that all educators are given clear job descriptions and orientation into the position, with opportunity to clarify any issues.

Educators are responsible to address any concerns and clarify any issues in the job description or expectations that they are unsure of.

Educators are encouraged to maintain good working relationships and have a commitment to maintaining a quality standard of work.

Educators will be given clear notification should their standard of work or conduct fall below what is expected and outlined in their job description.

Educators have the right to appeal against any allegation and the right to speak on their behalf, or to have a union representative appear on their behalf.

The following steps will be followed to deal with poor work performance or conduct. There may not be the need to go through all the steps when the issue is resolved however educators should be aware of the whole process.

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

#### **Step 1: Verbal Warning.**

1. Give a verbal warning as soon as possible indicating the specific problem regarding the performance of their work or conduct. The issues must clearly relate to the job description.
2. Indicate what should happen to improve the situation and how the educators can improve their performance.
3. Identify any support needed to assist the educator to make the changes and take steps to implement these.
4. Indicate how the improvements will be measured, and when a review will take place. (1-4 weeks depending on the circumstances)
5. Give an opportunity for the educator to respond to the concerns.

If this resolves the issue then there is no need to go any further.

### **Step 2: Written Notice.**

1. Where the problem continues to occur, the educator will be given written notice of the complaints against them.
2. A formal documented interview with the Centre Director will take place. The worker should attend and has the right to reply and discuss any complaints against them, or to be accompanied by a representative of their choice.
3. The educator will be given at least 48 hours' notice of the meeting.
4. Minutes will be taken of the meeting and copy put on the educator's file and given to the educator. The educator may attach a written reply to the minutes.
5. The aim of the meeting is to negotiate how the situation may be improved.
6. The educator will again be given specific indication of where their performance standards are not being met, indicate where changes are required and ways of achieving these, and told the method and date of review of their performance.
7. The educator will be granted another probationary period.
8. The educator will be informed at this stage that termination will be considered if no changes occur.

If this resolves the issue then there is no need to go any further.

### **Step 3: Final Written Warning.**

1. If the problem still persists another meeting of the Centre Director and Management Committee should be called and the educator given notice to attend.
2. The matter should be discussed as per the first meeting and further action considered.
3. At this stage the educator will be given a 'final written warning'.
4. Again the educator has the right of reply and can discuss the situation. They also have the right to have a representative or person of their choice attend the meeting.

If this resolves the issue then there is no need to go any further.

### **Step 4: Termination of Employment.**



1. If the problem still continues after the 3 warnings, another special meeting of the management committee will be called and a decision made as to the employment of the educator.
2. If the management believes that the educator's performance is unlikely to improve then the educator will be dismissed.
3. A written notice will be given indicating date of dismissal (2 weeks from notice) and reasons for dismissal.
4. The educator may be paid out in lieu of such notice.

### **Procedure for dealing with serious unacceptable behaviour**

#### **Where an educator in the workplace:**

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

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019

## **3.10 Relief Educators**

### **Policy Statement**

We aim to continue the quality of care in the centre by the employment of fit and proper persons for relief educators. An orientation package clearly outlining their duties and expectations will be given to all relief educators employed.

### **Considerations**

- Relevant industrial agreements.
- National Standards Section 3.4 (Fit and proper persons)
- Prohibited Employment Legislation

### **Procedure**

- The centre will employ relief educators on a casual basis to fill short-term vacancies or educator absences.
- The Centre Director will keep a register of relief educators, which will be maintained and updated regularly.
- A file recording experience, qualifications, Prohibited Employment Declaration and completed Working with Children Check, will be kept with the register.
- When no employees from the centre are available to fill the position, the Centre Director may contact an agency to employ relief educators or as a last resort the Centre Director may contact another Out of School Hours centre to employ someone they recommend from their relief list.
- The Centre Director will, where possible, provide a modified induction to the centre which will include a tour of the centre, introductions to educators, a copy of the educator handbook, job description for relief educator, code of conduct and copies of relevant policies. The Centre Director will ensure that they are fully aware of their duties and the centre's expectations.
- Relief educators must adhere to all areas of confidentiality and WHS.
- All relief educators will be paid the appropriate wage and minimum hours as outlined for casual educators under the relevant award.

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019

## **3.11 Volunteers/Students/Visitors**

### **Policy Statement**

We aim to ensure the safe and proper care of children in the centre by having clear guidelines for any person who enters the centre or is involved with the children in any way. Specific guidelines will be developed for all volunteers, students and visitors in the centre.

### **Considerations**

- National Standards Section 3.4 (Fit and proper persons)
- Prohibited Employment Legislation

### **Procedure**

#### **Volunteers**

- All volunteers must be interviewed by the Centre Director and they will be required to comply with the WWCC guidelines.
- The Centre Director will provide a modified induction to the centre, which will include a tour of the centre, introductions to educators, job description for volunteers and code of conduct. The Centre Director will ensure that they are fully aware of their duties and the centre's expectations.
- All volunteers will be required to sign in and out.
- Volunteers will be given a copy of relevant policies such as behaviour management.
- Volunteers are not to discuss children's development or other issues with parents.
- Volunteers must adhere to all areas of confidentiality and WHS.
- Volunteers should never be left alone with or in charge of any children.
- Volunteers will not be used to do tasks that the employed educators normally do.
- Volunteers will not be included in educator: child ratios.

#### **Students**

##### **Placements will be offered to:**

- High school students who wish to gain work experience as part of a school program.
  - The participating school must initiate the work experience, identify the students suitability and work with the Centre Director or Supervisor in relation to times and expectations.
  - The school must provide written authorisation for the student and a copy of their insurance. This will be kept on file.

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

### **Visitors**

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

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019

## 3.12 Educator: Child Ratio

### Policy Statement

We believe that the child: educator ratio is an important factor in determining the quality of care that we provide. We aim to maintain positive educator, child and parent interactions and quality and safe care through ensuring that we meet the minimum requirements outlined in the National Standards.

### Considerations

- National Standards, Section 3.1 (Educator: Child ratios).
- National Standards, Section 3.3 (Minimum educator numbers).
- Voluntary Code of Practice Section 3, Educator: Child ratios.

### Procedure

#### **Educator: Child ratios**

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

- There will be a maximum of 15 children to 1 educator.
- There will be a maximum of 8 children to 1 educator for excursions.
- There will be a maximum of 5 children to 1 educator for swimming.

The educator: child ratios as outlined in the Voluntary Code of Practice will be adhered to as best as practical.

1. A child educator ratio of 1 to 10 for programs which integrate children with disabilities.
2. A child educator ratio of 1 to 5 for programs which are specifically for children with disabilities.

#### **Minimum educator numbers**

- There will be a minimum of 2 educators present at all times.
- When educators are sick or unable to attend work, appropriate relief educators will be employed to meet the standards.
- For an emergency or if an educator becomes sick, a replacement should be obtained where possible before the educator leaves the centre.
- Students will not be counted as part of the educator: child ratio, at any time.
- Where possible extra educators will be encouraged to participate to assist in providing a higher standard of care.

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019

## **3.13 Duty of Care**

### **Policy Statement**

Educators who are following the Duty of Care and Policies are preventing claims of negligence and protecting themselves, their colleagues and children at the centre.

### **Considerations**

- Children and Young Persons Act
- National Standards
- Network Community of Activities (Educator Policy)

### **Procedure**

- Duty of care is a legal aspect of OOSH Care.
- Duty of care is a duty to take reasonable care of a person or child. All educators have a duty of care to the children in the service at all times. This obliges the educator, to protect the children from harm at all times whilst the child is in the service.
- Educators will never place children or other educators in a potentially dangerous situation.
- All equipment and appliances used by educators and children will be well maintained and in safe working order.
- Children will not be permitted to leave the centre during their period of care unless written permission or recorded verbal permission has been given by parent/guardian.
- All educators have the responsibility to know which children are in attendance on the day and who collects the child from their area of supervision.

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019

## **3.14 Communication**

### **Policy Statement**

We aim to maintain positive and open communication between all parties involved in the centre. Educators, parents, committee members and children will be made aware of appropriate communication avenues and procedures.

### **Considerations**

- National Standards
- Network Community of Activities (Educator Policy)

### **Procedure**

#### **Educator to Management**

- Educators and members of Management are to treat each other with respect, courtesy and understanding.
- Appropriate language is to be maintained at all times.
- The Centre Director is the main line of communication between the educators and the Management
- Educators can raise any issues with the Management through the Centre Director. The Centre Director will ensure that this is drawn to the Management's attention through the term report.
- Where necessary educators will be invited to management meetings to discuss their concerns.
- If an educator has an issue they do not wish to address with the Centre Director they may personally write to the Management identifying the problem and asking for the help of Management.
- The issue should be raised at the next management meeting. The educator involved will be asked to attend the meeting to personally discuss the issue.
- Where there is a distinct conflict between an educator and the management, the educator or management can act on this as per the grievance procedures. A mediator can be brought in to discuss any concerns that have not been able to be resolved by the normal procedures.

#### **Educator to Parent**

- Educators will create a comfortable and supportive environment for parents and strive for open communication and good relations with parents.
- Educators and parents will treat each other with respect, courtesy and understanding.
- Appropriate language is to be maintained at all times.
- Educators will accept parent's individual differences in raising their children and in all cultural issues.
- Educators will maintain regular, open communication with parents. Educators should inform parents 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.

- When parents contact the centre to see how a child is settling in, the educator will provide the parent with information regarding the child's participation and wellbeing.
- **Communication with parents will be maintained in a variety of ways such as:**
  - Greetings
  - Personal conversations
  - Daily reflections
  - Notice boards
  - Parent handbooks
  - Information from the Management
  - Educators will ensure that parents are fully aware of all lines of communication, and ensure these are followed
  - Educators will be aware of their limitations in relation to parent's problems and ensure they are referred to the appropriate people when required
  - Parents and educator are requested to maintain confidentiality at all times

#### **Educator to Child**

- Educators and children are to treat each other with respect, courtesy and understanding
- Educators will respect children's opinions and encourage their participation in the planning of the program and in establishing a code of behaviour for the centre
- Appropriate language is to be maintained at all times
- Educators will use appropriate voice tone and level when talking to children
- Educators will be supportive and encouraging and communicate to children in a friendly positive and courteous manner
- Educators will initiate conversations with all children, and develop an understanding of the child and their interests
- Educators will give praise and positive feedback to the children as often as possible
- Educators will form friendly and warm relationships with the children in their care
- When communicating with children educators will ensure that they are understood and to communicate at the child's level
- Educators will not threaten or verbally abuse the children in any way

#### **Educator to Educator**

- Educators are to treat each other with respect, courtesy and empathy
- Appropriate language is to be used between educators at all times
- Educators are expected to work together as a team and be supportive of each other in the workplace
- Educator meetings are appropriate times to raise matters of interest or concern with other educators. The Centre Director will arrange for educator contributions to be placed on the meeting Agenda



- Educators are expected to read minutes of educator meetings and to take notice of changes to Centre policy and procedures
- Educators will familiarise themselves with the content of all notices displayed around the centre
- Educators with concerns about the work practices or standards of another educator will firstly approach that educator to discuss the matter. If the matter remains unresolved, then the Centre Director or Supervisor will be informed to attempt to resolve this matter. If the concerns are unable to be resolved then the grievance procedures will be followed.

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019

## **3.15 Workplace Health and Safety**

### **Policy Statement**

The Workplace Health and Safety of all children, educators, parents, volunteers and visitors is of the utmost importance at all times. Resources in line with the importance attached to Work Health and Safety will be made available to comply with the relevant Acts and Regulations and to ensure that the workplace is safe and without risk to health.

### **Considerations**

- Workplace Health and Safety Act 2011

### **Procedure**

#### **Consultation on workplace health and safety issues**

In accordance with the Workplace Health and Safety Act 2011, all personnel involved in the management of the organisation will consult with employees and volunteers to enable them to contribute to the making of decisions affecting their health, safety and welfare at work. Educators and volunteers of the organisation will be given opportunities to express their views, and contribute to the resolution of Workplace Health, Safety and Welfare issues. In this process, employees and volunteers views will be valued and taken into account by management.

A representative and co-representative will be elected from the employees and the nominated persons will be displayed for educators. Workplace Health and Safety will be a permanent agenda item for all educator meetings and Workplace Health and Safety issues will be documented and passed to the Centre Director by the elected representatives for actioning and reporting to the Management Committee.

### **Specific responsibilities**

#### **Management Committee**

The Management Committee is required to ensure that this policy and the Workplace Health and Safety procedures are effectively implemented in their areas of control. The Management Committee is to support the Workplace Health and Safety representatives in carrying out their duties as well as supplying up to date information.

#### **Centre Director / Supervisor**

The Centre Director and / or Supervisor should take all practical measures to ensure that:

- The workplace under their control is safe and without risks to health.
- The behaviour of all persons in the workplace is safe and without risks to health.

- If they do not have the necessary authority to fix a problem they should report the matter promptly, together with recommendations where necessary, to the management committee, school principal and council.

### **Employees and Volunteers**

All employees and volunteers are required to cooperate with the Workplace Health and Safety policy and procedures to ensure their own health and safety and the health and safety of others in the workplace.

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised: 09/2019

# **Health and Safety**

## **4.1 Security**

### **Policy Statement**

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

### **Considerations**

- Workplace Health and Safety Act

### **Procedure**

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

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019

## **4.2 Hygiene**

### **Policy Statement**

Our Service will maintain a healthy and hygienic environment that promotes the health of the children, educators and parents using our service. Children and parents using the service will be encouraged to share ownership of maintaining hygiene practices in the service. Educators will ensure that they maintain and model current best practice hygiene procedures as advised by NSW health authorities. Educators will engage children in experiences, conversations, routines and responsibilities that promote children's understanding of the importance of hygiene for the wellbeing of themselves and others ("My Time, Our Place" Outcomes 3.2, 4.2, 4.3)

### **Considerations**

- National Standards Section 1.3 (Toilets and hand basins)
- National Standards Section 2.3 (Infectious diseases)
- National Standards Section 2.10 (Health of educator and children)

### **Procedure**

- All toilet facilities will have access to a basin or sink with running hot and cold water.
- All toilet facilities will have soap and paper towels for washing and drying hands.
- Women and girls will have access to proper feminine hygiene disposal.
- Soap and paper towels will also be available in the kitchen area.
- All educators will be responsible for monitoring the availability of soap and paper towel to ensure they do not run out.
- Toilets, hand basins and kitchen facilities will be cleaned and disinfected daily.
- Hand washing should be practiced by educators and children before preparing or eating food and after tasks such as toileting, cleaning up any items, wiping a nose, before and after administering first aid, playing outside or handling an animal.
- Educators should maintain and model appropriate behaviour and encourage the children to adopt hygiene practices.

- Education in proper practices should be conducted on a regular basis, either individually or as a group. Health and hygiene practices can be highlighted to parents, and also through information sheets or posters.
- All educators must wear disposable gloves when in contact with blood, open sores or other bodily fluids, clothes contaminated with bodily fluids or cleaning up a contaminated area. Educators must wash hands with soap and water after removing the gloves.
- Educators with cuts, open wounds or skin disease such as dermatitis should cover their wounds and wear disposable gloves. Used gloves should be disposed of safely.
- All surfaces will be cleaned with detergent after each activity and at the end of the day.
- All contaminated surfaces will be disinfected.
- All toys should be washed, cleaned and disinfected on a regular basis.
- All fabric items such as towels, dress ups and cushion covers will be laundered regularly.
- Children should not share hats.
- Each child will be provided with their own drinking and eating utensils.
- Children will be reminded not to share drinks, utensils or use items that have been dropped on the floor.
- All cups, plates and utensils will be washed in hot, soapy water.
- All rubbish or leftover food is to be disposed of immediately.
- Lids must remain on the bins at all times and bins should be emptied daily.
- Bins will be wiped down with disinfectant daily.

## Washing Hands

### **How to wash hands**

- Use liquid soap and running water
- Count to 10 while rubbing palms, between fingers, backs of hands, thumbs and wrists
- Count to 10 when rinsing under water
- Dry hands with paper towel

### **Hands should be washed:**

- Arrival at the centre
- Before eating or preparing food
- After going to the toilet
- After blowing nose
- After playing outside
- After petting animals
- After cleaning up body secretions

- After handling soiled clothing
- Before going home

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019

## **4.3 Nutrition and Food Safety**

### **Policy Statement**

We believe that good nutrition is essential for each child's healthy growth and development. For this reason, the service will provide nutritious, good quality food that is consistent with the Dietary Guidelines for Children and Young People in Australia. We will aim to provide a relaxed and enjoyable environment for children to eat their meals and snacks. The centre menu will take into consideration children's individual dietary needs, personal preferences and cultural beliefs and practices. High standards of hygiene will be maintained throughout all food preparation. Healthy and nutritious eating will be modelled and encouraged for all children.

### **Considerations**

- Australian Dietary Guidelines for children and adolescents.
- National Food Standards Code (FSANZ)
- Food Act 2003 (NSW)
- Food Regulation 2010 (NSW)
- NRG@OOSH (Network of Community Activities)
- National Standards Section 2.7 (Food)
- National Standards Section 2.8 (Drinking water)
- National Standards Section 2.9.3 (Building cleanliness, maintenance and repair)
- Public Health Act
- Education and Care Services National Regulations r77, 78, 79, 80

### **Procedure**

#### **Nutrition**

- A menu developed using the principles set out in the Australian Dietary Guidelines for Children and Adolescents, will be on display for families and children at all times and be an accurate representation of the food and drink that is being served.

- All children's individual needs such as allergies, cultural requirements, and health needs will be addressed in the menus and families advised if they will be required to supply specific foods for their child.
- Food and drink consistent with the menu will be provided for breakfast and afternoon tea.
- Water will be available at all times for the children and educators.
- During vacation care, families will be asked to provide their child's snacks, lunch and drinks, unless otherwise stated on the program.
- Children and families will be encouraged to share family and cultural traditions, ideas and recipes to contribute to the menu.
- Education of healthy eating habits will be developed through ongoing example, specific activities, notices, posters and information sheets to families.
- The denial of food will never be used as a punishment.
- Children's cooking activities will be encouraged to develop life skills.
- Educators are required to attend regular professional development on nutrition and food safety practices and document changes to practice as a result.
- Gloves are required for all food preparation.
- Where children are involved in food preparation, supervision will always be present and hygienic conditions maintained at all times.
- Snack times are seen as a social event where children and educators can relax, talk about their day and experience a variety of foods. Educators will demonstrate good healthy and hygienic eating habits while with the children.
- Children should be seated while eating or drinking.
- Children and parents are encouraged to contribute to the menu ideas.
- All family and multicultural practices will be acknowledged and addressed in the provision of food wherever practicable.
- Children will be encouraged to get water themselves when required, using drink bottles or from bubblers.
- The centre has a no nut policy

#### Food Safety

- All food will be prepared and stored in a hygienic manner as per the current Australian New Zealand Food Standards.
- Opened food will be stored in tightly sealed containers, away from any chemicals.
- Kitchen equipment is to be cleaned and stored appropriately.
- Surfaces will be cleaned and sanitised before and after food preparation.
- All perishable foods will be stored in the refrigerator and the temperature should be monitored to ensure it is less than 5°C
- Children will be encouraged not to share their drinking and eating utensils.
- Tongs and spoons will be used for the serving of food. Where possible, educators will encourage children to serve their own food and drinks to encourage the development of their food handling skills as well as acknowledging their growing sense of independence.
- All cups, plates and utensils will be washed in hot, soapy water.



- Children should be seated while eating or drinking, including but not limited to afternoon tea and “5:30pm snack”
- Educators must wear gloves when handling food.
- All rubbish or leftover food is to be disposed of immediately in lidded bins and bins emptied daily and regularly cleaned with disinfectant.
- Containers are to be cleaned and stored appropriately to ensure pests are not able to contaminate them.
- The centre will regularly review and evaluate food handling practices in line with current best practice guidelines from recognised authorities.
- The centre will provide food handling and hygiene information to parents.

Date endorsed: 05/12/2014

Revised: 09/2019

Revised: 02/2020

## **4.4 Hazardous Materials**

### **Policy Statement**

We aim to provide an environment that is safe with no risk to the health and well-being of the children, educator 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.

### **Considerations**

- National Standards Section 2.9.5 (Building cleanliness, maintenance and repairs)
- Workplace Health and Safety Act 2011

## Procedure

- Hazardous machinery, chemicals and activities which are likely to cause potential danger to children, educators or others in the centre will not be used or undertaken while the service is in operation.
- 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.
- Low irritant, environmentally friendly sprays to be used minimally and only with adequate ventilation, and preferably not in the presence of the children.
- All educators will be made aware on initial orientation in the centre, of any potentially dangerous products, which may pose a danger to the children and where these are stored.
- All relief educators will also be made aware of the products and where they are stored.
- 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 labeled and stored in the designated secured area which is inaccessible to the children.
- Educators are responsible to ensure that these areas remain secure and do not inadvertently provide access to these items by the children.
- Cleaning and hazardous products should not be stored close to food or where storage of these products might contaminate food.
- Educators should always read the label before use of any cleaning material, sprays or chemicals and be aware of appropriate first aid measures.
- Education about dangerous products and their storage can be used to enhance both children's and parents' awareness of the topic. Activities, posters or newsletters can be displayed and distributed to highlight the issue.
- All chemical products used in the centre will have an MS data sheet on file before use.

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019

## **4.5 Transportation**

### Policy Statement

We believe that children travelling to and from school and excursions have the right to be safe. We will ensure that all modes of transportation undertaken will be safe and comply with all the required regulations.

### Considerations

- National Standards Section 2.13 (Transport)
- Road and Transport Regulations

### Procedure

- All children travelling from one place to another must have the written consent from parents or guardians.
- An all-weather meeting place will be established when collecting children from school.
- All vehicles used by the centre will comply with the appropriate road and transport regulations, will be mechanically sound, have regular maintenance and have third party and comprehensive insurance.
- The driver will ensure that the fuel level is sufficient to undertake the journey.
- All educator or volunteer drivers will hold the appropriate driver's license for the vehicle they are driving.

**All private vehicles can only be used if:**

- The vehicle is registered and in a safe mechanical condition.
- The vehicle is equipped with seat belts.
- The vehicle has minimum third party property damage insurance.
- The driver has a current driver's license.
- Before travelling in the vehicle the educator will ensure that all children wear a seat belt or, in a bus, where seat belts are fitted.
- A First Aid Kit should be carried in the vehicle.
- Children will be required to remain seated and not behave in a dangerous or distracting manner. The driver will stop the vehicle if necessary, in a safe place until the children comply with instructions.

**In the case of a vehicle breakdown the educator in charge or the driver will:**

- Discuss suitable alternative transport and organise for this to be undertaken.
- Ensure that the children are kept safe at all times.

The Centre Director or Group Leader will inform the parents of the breakdown if necessary.

**In the case of a vehicle accident the educator in charge or the driver will:**

- Check to see if any children or educators are hurt, conduct first aid and phone for an ambulance if necessary.
- Comfort and calm the children.
- Ensure that the children are safe at all times.
- Take the required details of the other driver involved: name, date of birth, contact, registration number, driver's license, insurer and any damage made to either vehicle.
- Organise alternative transport.
- Phone the police if necessary.
- Make an accident report on return to the centre.
- A mobile phone should be carried in case of accident or emergency and children should be instructed to stay with the vehicle until assistance arrives. The centre's details should always be carried in the vehicle.
- The supervisor will inform the parents of the incident, and ensure that all the appropriate accident procedures are undertaken.

**When transporting children by public transport educators will:**

- Ensure children are informed on what process will be taken when travelling on public transport

- Ensure that a list of the children's names and number of children travelling is taken.
- Take the centre's name, address and contact numbers with them.
- Conduct a head count on a regular basis.
- Assist children in getting on and off the mode of transport (using monkey arms)
- Ensure children are supervised at all times
- Ensure that all children are accounted for before allowing the vehicle to leave.
- Children should wear the centre's red hat with name and contact information of the centre.

**When transporting children by foot, educators will:**

- Ensure that the safest route is taken
- Wear safety vests
- Ensure children cross the road at the crossings or lights where available, and obey the road rules
- Undertake extreme care crossing all roads and driveways
- Keep children together as a group and walk in line on pavements. Educators are to remain vigilant and ensure that no child runs ahead, lags too far behind the group or acts inappropriately
- Take appropriate wet weather gear, jackets or sun hats to use as required

Children should be made aware of all the rules associated with all the modes of transport. Educators will ensure that these rules are enforced.

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019

## **4.6 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 and promote the development of their skills in caring for others.

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 service treats all animals humanely and with respect. Strict supervision will be maintained.

### **Considerations**

- National Standards Section 2.11 (Animals)
- Animal Rights

## **Procedure**

- The decision to keep a pet or have an animal visit the centre will be made by the Centre Director, based on an observed need or value to the children.
- Any animal will only be considered with the clear understanding of them being safe and suitable with children, and an assurance that the animal will be properly cared for.
- No animal, bird or livestock will be allowed in the program area which is likely to be a source of infection or which in any way may be detrimental to the wellbeing of the children.
- Checks need to be made regarding individual children's allergies before considering an animal in the centre.
- All animals, which are kept in the centre, shall be maintained in a clean and healthy condition.
- All hygiene procedures will be followed regarding cleaning and disposal of waste.
- All animals will be located away from any food or food preparation areas.
- Everyone in the centre will treat all animals fairly and with respect, at all times.
- Educators will be designated the duty of ensuring that the animal is appropriately fed and looked after. Alternatively, a roster of educators and children can be made to fulfil this duty.
- Appropriate food and water will be maintained and kept topped up at all times.
- Appropriate arrangements shall be made to ensure the animal is appropriately cared for over weekend and holiday breaks.
- Children will be educated on an ongoing basis on how to properly care for and handle animals.
- Children will be reminded about the hygiene practices required after handling any animal and educators will ensure that this is maintained.
- Supervision is to be maintained at all times

### **Educators will:**

- Wash hands after contact with animals, animal products or food, or animal environments.
- Supervise human-animal contact, particularly involving the younger children.
- Display animals in enclosed cages or under appropriate restraints.
- Not allow animals to roam, fly free, or have contact with wild animals/birds.
- Designate a specific area for contact with animals.

- Not allow food in animal contact areas; do not allow animals in areas where food and drink are prepared or consumed.
- Clean and disinfect all areas where animals have been present. Children should only perform this task under adult supervision.
- Unclean animal cages or enclosures in sinks or other areas used to prepare food and drinks.
- Obtain appropriate veterinary care if and when necessary and ensure the animals are kept immunised, clean and free of intestinal parasites, fleas, ticks, mites, and lice.
- Ensure any bedding, toys, litter tray, food feeding container or water container used or consumed by animals is inaccessible to children.
- Prepare a weekly roster to ensure the animal is appropriately fed and cared for.
- Ensure that a procedure is in place for the care of animals over the weekend, public holidays, and school development days and/or during Vacation care - particularly if the service does not operate on these days. In this instance, it may be necessary for an educator 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.
- Remind children about the hygiene practices required for handling an animal and ensure the practices are followed.
- Maintain adequate supervision of the children and animals at all times.
- Follow the centres 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.

### **Minimising risk to health and safety**

- A Vet should promptly treat animals that are ill, or thought to be ill. An animal that is irritable because of pain or illness is more likely to bite or scratch.
- All children will be supervised when they have contact with animals. Children should be discouraged from putting their face close to animals or playing with animals while animals are eating.
- Do not allow animals to contaminate sandpits, soil, pot plants and vegetable gardens.
- Gloves will be worn when handling animal faeces, emptying litter trays and cleaning cages.
- Dispose of animal faeces and litter daily. Faeces and litter will be placed in a plastic bag, sealed and put out with the garbage.
- If the animal is a bird, wet the floor of the cage before cleaning it to avoid inhalation of powdered, dry bird faeces.
- Children and educators must **wash their hands thoroughly** after touching animals and cleaning their cage/litter trays.

In addition to the above, the following must be noted:

- **Bat bites.** Australian bats harbour Lyssa virus, which is very similar to the rabies virus. If you are scratched or bitten by a bat, immediately clean the wound with soap and running water for 5 minutes and contact your doctor or a public health unit.
- **Fish and other marine organisms.** Scratches from fish and other marine organisms such as coral can cause unusual infections. If an injury caused by a fish, or a wound contaminated by sea, pond, or aquarium water, becomes infected, it is important to see a doctor and explain how the injury occurred.
- **Fleas.** Fleas can infect both animals and humans, causing irritation and inflammation of the skin. Treat animals, their bedding and their immediate environment (that is, where they usually rest) to destroy adult and immature fleas.

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019

## 4.7 Sun Protection

### Policy Statement

We aim to ensure that all children attending the centre will be protected from harmful UV rays. All educators are to model appropriate sun protection behaviour and enforce the sun protection policy.

### Considerations

National Quality Standard 2 Element 2.3.2 “Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury”.

National Quality Standard 6 Element 6.3.2 “Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities”

National Regulation 114 “Outdoor space – shade”

## **Procedure**

The centre will adhere to the Cancer Council’s recommendations for Sun Protection.

### **Seek shade**

- Management makes sure there is a sufficient number of shelters and trees providing shade in the outdoor area particularly in high-use areas.
- The availability of shade is considered when planning all outdoor activities.
- Children are encouraged to choose and use available areas of shade when outside.
- Children who do not have appropriate hats or outdoor clothing are asked to choose a shady play space or a suitable area protected from the sun.
- In consultation with the centre’s committee, shade provision is considered in future plans and upgrades.
- A shade assessment is conducted regularly to determine the current availability and quality of shade.

### **Slip on sun-protective clothing**

Children are required to wear loose-fitting clothing that covers as much skin as possible. Clothing made from cool, densely woven fabric is recommended. Families are asked to choose tops with elbow-length sleeves, higher necklines (or collars) and knee-length or longer style shorts and skirts for their child. If a child is wearing a singlet top or shoestring dress, they will be asked to choose a t-shirt/shirt to wear over this before going outdoors.

### **Slap on a hat**

All children are required to wear hats that protect their face, neck and ears (legionnaire, broad-brimmed or bucket style is preferable).

### **Slop on sunscreen**

SPF30 (or higher) broad-spectrum, water-resistant sunscreen is supplied by the service and/or families. Sunscreen is applied at least 20 minutes (where possible) before going outdoors and reapplied every two hours or more frequently if sweating or swimming.

To help develop independent skills, children are given opportunities to apply their own sunscreen under supervision of staff, and are encouraged to do so.

Sunscreen is stored in a cool place, out of the sun and the expiry date is monitored.

### **Slide on sunglasses [if practical]**

Where practical, children are encouraged to wear close-fitting, wrap-around sunglasses that meet the

Australian Standard 1067 (Sunglasses: Category 2, 3 or 4) and cover as much of the eye area as possible.

---

### **Other**

- Educators are to enforce the ‘no hat, play in the shade’ rule.



- Children will not share hats. Children's hats will not be stored in the same container. Due to the rapid spread of Head lice, Oatley Out Of School Hours Care Centre will not under any circumstance supply spare hats. Hire hats are fully laundered after each wear.
- Parents will be informed of the sun protection policy on enrolling their child in the centre. In the enrolment form the parents can give permission for educators to apply SPF 15+ sunscreen.
- During vacation care parents are encouraged to apply a sunscreen to their child prior to attending the centre. Educators will re-apply sunscreen during vacation care when appropriate.
- As much as possible, activities will be planned to avoid exposure to the sun between the hours of 11am and 3pm.
- Outdoor activities will be held in shaded areas whenever possible.
- The centre will incorporate sun and skin protection awareness activities in the program and provide notices and posters about the topic.
- All sun protection practices will be maintained while walking to and from school and on any excursions.

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019

## **4.8 Physical Activity**

### **Policy Statement**

We aim to provide all children with appropriate, frequent and varied physical activity opportunities and encourage positive participation in physical activity.

### **Considerations**

Department of Health and Ageing (2004) Australia's Physical Activity Recommendations for 5 - 12 year olds.

### **Procedure**

- Encouraging participation of physically activity is important at the centre. The centre will achieve this aim by modifying games to cater for varying levels of ability and needs and by providing encouragement and positive reinforcement to assist with children’s motivation and confidence.
- A sense of fair play and courtesy among the children is also encouraged to promote a friendly playing environment with the emphasis on “having a go” and “trying your best” regardless of result.
- Educators will also role model appropriate physically active behaviour.

### **Amount and type of physical activity**

- The time children spend in OOSH can positively contribute to the current physical activity recommendations for children and youth. Children are encouraged to be active every day for a minimum of one hour. This activity should be a mix of medium and high intensity levels. (Dept. of Health and Ageing, 2004)
- The centre will decrease sedentary opportunities by encouraging children to play outdoors during daylight hours. In addition the centre will limit children’s access to screen time (electronic media) in line with the current recommendation “Children should not spend more than 2 hours a day using electronic media for entertainment (computer games, TV, internet) particularly during daylight hours.” (Dept. of Health and Ageing 2004). The centre will limit screen time by having a guideline limiting a child’s time on the Wii and that DVD will only be turned on for specified days or in poor weather conditions.

### **Safe and supportive environments**

- The grounds and equipment are checked regularly to make sure they are safe to use, and physical activities are adequately supervised in our environment.
- The centre encourages and follows the Sun protection policy.
- Regular drinks of water are encouraged and educators’ model positive water consumption practices.
- An up to date first aid kit is kept at the centre and is easily accessible at all times.

### **Equipment**

- A wide variety of safe and appropriate equipment for physical activity is available for children as well as adequate space to play the various activities.
- All play equipment is to be regularly maintained and cleaned.

### **Learning about physical activity**

- Educators will use opportunities to inform children about the importance of physical activity for future health through informal chats, games and activities within the service.
- Physical activity information and guidelines are available for parents.

- Educators are encouraged to attend training specific to physical activity for children as well as having appropriate physical activity manuals and other resources readily available at the service for use of educators and parents.

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019

## **4.9 First Aid**

### **Policy Statement**

We believe that first aid equipment and facilities should be available to all educator, children and visitors in the centre and while on excursions. All educators are required to obtain their Senior First Aid, Asthma and Anaphylaxis qualification as a condition of their employment.

## Considerations

- National Standards Section 2.5 (First aid facilities and qualifications)
- Education and Care Services National Regulations r89, 12, 87,
- National Law s174
- My Time, Our Place Framework
- ACECQA “Frequently Asked Questions”

## Procedure

- Educators will undergo first aid training as part of their condition of employment. Educators will renew their certificates as required.
- The centre will budget for the cost of the first aid course or renewal for each educator as part of the training budget.
- A fully stocked and updated first aid kit will be kept in the designated locked and secured place in the centre. Educators are to ensure that this is easily accessible to all educators and kept inaccessible to the children.
- A separate travelling first aid kit will be also maintained and taken on all excursions.
- The first aid kit will contain the minimum equipment suggested by the Red Cross or St Johns Ambulance.
- A first aid manual will also be kept at the centre.
- Cold and hot packs will be kept for treatment of minor injuries.
- An inventory of the kits will be maintained. Stocktake of first aid kits will be conducted once per month, ensuring all items are within the use by date.
- Educators and relief workers will be made aware of the first aid kit, where it is kept and their responsibilities in relation to it in the orientation process.
- Qualified first aiders will only administer first aid in minor accidents or to stabilize the victim until expert assistance arrives in more serious accidents.
- Telephone numbers of emergency contacts, local doctor and poisons centre will be located next to the phone.

In the case of an accident / incident, an Educator will:

1. Reassure the child
2. Assess the injury
3. Attend to the injured person and apply first aid as required.
4. Ensure that disposable gloves are used with any contact with blood or bodily fluids.

5. Ensure that all blood or bodily fluids are cleaned up and disposed of in a safe manner as per the infectious diseases policy.
6. Ensure that anyone who has come in contact with any blood or fluids washes their hands thoroughly in warm soapy water.
7. Document the following accident/incident details:
  - Name and age of child
  - Date, time, and location of incident/accident
  - Description of injury and circumstances of how it occurred, including witnesses.
  - Treatment given; name and signature of first aid attendant
  - Any medical personnel contacted.
  - Name and details of any parent or emergency contact notified or attempted to notify.
  - Time, date and documenting reporter details
  - Name and signature of supervisor
8. Inform parents of incident/accident at collection or immediately if deemed necessary.
9. Obtain Parental signature to acknowledge communication of accident/incident.

Where the service has had to administer first aid and the accident/incident is deemed critical (as per Regulation 12), the supervisor will ensure that the steps outlined in the “Management of Incident, Injury, Illness and Trauma” policy are followed. The Regulatory Authority will be notified within 24 hours of either the accident/incident.

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019

## **4.10 Death of a Child**

### **Policy Statement**

Educators in the centre must be prepared to handle all incidents in a professional and sensitive manner. In the event of such tragic circumstance of the death of a child, the educator will follow guidelines as set out below.

### **Considerations**

- NSW Department of Community Services Guidelines.

## **Procedure**

- The death of a child must be reported to:
  - An ambulance service
  - The police
  - The Department of Family and Community Services
  - The management Committee
- Clear emergency procedure should be maintained for the other children at the centre.
- The centre will notify the parent/guardian that a serious incident has happened and advise them to contact the relevant medical agency.
- This information should be provided in an extremely sensitive manner.
- It is not the role of the centre to inform the parent/guardian that their child has died.
- A detailed report should be given as soon as possible.
- Counselling will be made available for all children and educators

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019

## 4.11 Illness and Infectious Disease

### Policy Statement

We aim to provide a safe and hygienic environment that will promote the health of the children. All care and consideration will be given to the child who becomes ill while at the centre. Children with infectious diseases will be excluded from the centre for the period recommended by the Department of Health.

### Considerations

- National Standards Section 2.3 (Infectious diseases)
- National Standards Section 2.4 (Illness and accidents)
- Department of Health guidelines
- Department of Education guidelines
- Education and Care Services National Regulations r85, 86, 87, 88
- Disability Discrimination Act 1975
- NSW Anti-discrimination Act 1977
- Work Health and Safety Act 2011
- Staying Healthy in Child Care (5th Edition)

### Procedure

**A child or adult will be considered sick if he/she:**

- Sleeps at unusual times, is lethargic.
- Has a fever over 38 degrees.
- Is crying constantly from discomfort.
- Vomits or has diarrhoea.

**In the event of illness:**

- If a child is unwell at home parents will be asked not to bring the child to the centre.
- If a child becomes ill or develops symptoms at the centre the parents will be contacted to take the child home.
- The child who is ill will be comforted, cared for and placed in a quiet isolated area with adult supervision until the child's parent or other authorised adult arrives.
- If the child has a fever the parents will be informed. Paracetamol permission will be obtained. Additional methods will also be used to reduce the fever (clothes removed as required, clear fluids given, tepid sponges administered)

- If a child's temperature is very high, cannot be brought down and parents cannot be contacted, the educator will attempt the child's emergency contacts. If emergency contacts are unavailable then the child's doctor will be contacted and the child will be taken to the doctor or an ambulance will be called.
- If an educator is unwell they should not report for work. Educators are required to contact the office manager and the supervisor on duty. The Centre Director or Supervisor will organise a suitable replacement as soon as possible.
- If an educator becomes ill or develops symptoms at the centre they can return home if able or organise for someone to take them home.

### **Infectious Diseases**

- Children and educators will be excluded from the centre if they are suffering with any contagious illness. This includes diarrhoea and conjunctivitis.
- The period of exclusion will be based on the recommendations outlined by the Department of Health.
- The decision to exclude or re-admit a child or educator will be the responsibility of the Centre Director based on the child's symptoms, medical opinion and Department of Health guidelines for children who have an infectious disease or who have been exposed to an infectious disease. Where deemed necessary, the Centre Director or educators have the right to request a doctor's certificate, clearing the child's return to the centre.
- The Centre Director or educators have the right to refuse access if concerned about the child's health.
- Children with diarrhoea will be excluded for 24 hours after the symptoms have disappeared or after a normal stool.
- A doctor's clearance certificate will be required for all infectious diseases such as conjunctivitis, measles, mumps, diphtheria, hepatitis A, polio, tuberculosis, typhoid and paratyphoid before returning to the centre.
- Parents will be informed about the illness and infectious diseases policy on enrolment.
- A regularly updated copy of the Department of Health guidelines on infectious diseases will be kept attached to the illness and infectious disease policy for reference by educators, management and made available to parents on request.
- The Centre Director will follow the recommendations as outlined in the Health Department document.
- Parents will be informed about the occurrence of an infectious disease in the centre ensuring that the individual rights of educators or children are not infringed upon.
- All educators will ensure proper hygiene practices are carried out as outlined in the Hygiene policy.
- Under the provisions of the Public Health Act 1991 and Regulation, doctors, hospital chief executives (or general managers), pathology laboratories, directors of childcare centres and school principals are required to notify the following diseases:
  - Diphtheria



- o Measles
- o Mumps
- o Pertussis (Whooping Cough)
- o Poliomyelitis
- o Rubella (German Measles)
- o Tetanus
- o Notification requested by phone, if possible.

## **Notification Mechanisms**

### **Infectious diseases:**

- Infectious diseases should be directed to the local Public Health Unit, and should be notified within 24 hours of diagnosis.
- All infectious diseases notification forms are available from Public Health Units.
- Prevention
  - o Universal precautions will be consistently applied across service practices to ensure effective prevention of the spread of infection.
  - o A regularly updated copy of the Department of Health guidelines on infectious diseases will be kept at the service for reference by educators, management and families.
  - o 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.
  - o Hand washing will be practised by all educators and children upon entering the service, before preparing or eating food and after all unsanitary tasks such as toileting, cleaning up any items, wiping a nose, before and after administering first aid, playing outside or handling an animal. In addition educators will wash their hands before leaving the service.
  - o The service will be cleaned daily and rosters maintained as evidence of the cleaning tasks being undertaken.
  - o All toilet facilities will have access to a basin or sink with running hot and cold water and soap and paper towel for washing and drying hands.
  - o Women and girls will have access to proper feminine hygiene disposal.
  - o Soap and paper towel will also be available in the kitchen area.
  - o All toilets, hand basins and kitchen facilities used by the service will be cleaned and disinfected daily.
  - o Toys will be washed, cleaned and disinfected on a regular basis with fabric items such as dress ups and cushion covers laundered as required but a minimum of quarterly.

- Educators will maintain and model appropriate hygiene practices and encourage the children to adopt effective hygiene practices.
- Informal education in proper hygiene practices will be conducted on a regular basis, either individually or as a group through conversations, planned experiences, inclusion in service routines and reminders. Health and hygiene practices will be highlighted to parents, and where appropriate information sheets or posters will be used by educators to support these practices.
- All educators will be recommended to maintain their immunisation, to common childhood diseases, tetanus and Hepatitis B through immunisation with their local health professional

## Management

- Children and educators with infectious diseases will be excluded from the service for the period recommended by the Department of Health.
- Where there is an outbreak of an infectious disease, each enrolled child's family will be notified within 24 hours under ordinary circumstances. The service will maintain confidentiality when issuing the notification and ensure it is not prejudicial or identify any children.
- In the event of an outbreak of vaccine-preventable disease at the service or school attended by children at service, children not immunised will be required to stay at home for the duration of the outbreak.
- If a child develops symptoms of a possible infectious disease whilst at the service, their family will be contacted to take the child home. Where they are not available, emergency contacts will be called to ensure the child is removed from the service promptly.
- All educators dealing with open sores, cuts and bodily fluids shall wear disposable gloves and practice universal precautions.
- Educators with cuts, open wounds or skin diseases such as dermatitis should cover their wounds and wear disposable gloves.
- Disposable gloves will be properly and safely discarded and educators are to wash their hands after doing so.
- If a child has an open wound it will be covered with a waterproof dressing and securely attached.
- If bodily fluids or blood gets on the skin but there is no cut or puncture, wash away with hot soapy water.
- In the event of exposure through cuts or chapped skin, promptly wash away the fluid, encourage bleeding and wash in cold or tepid soapy water.
- In the event of exposure to the mouth, promptly spit it out and rinse mouth with water several times.
- In the event of exposure to the eyes, promptly rinse gently with cold or tepid tap water or saline solution.

- In the event of having to perform CPR, disposable sterile mouth masks are to be used, or if unavailable a piece of cloth. A resuscitation mask will be available in the first aid kits at all times.
- Any exposure should be reported to the Centre Director /Nominated Supervisor and management to ensure proper follow up procedures occur.
- When assisting children with toileting and nappy changing, educators will ensure that they wear gloves and wash their hands afterwards. They will also encourage the child to wash their hands.
- Any soiled clothing shall be handled using disposable gloves and be placed in a sealed plastic bag for the parents to take home for laundering. The service will never rinse soiled clothing.
- Any blood or bodily fluid spills will be cleaned up immediately, using gloves and the area fully disinfected. Cloths used in cleaning will be wrapped in plastic bags and properly disposed of according to current infection control guidelines.
- The Public Health Unit will be notified if any child contracts a vaccine-preventable disease.
- Payment of fees will be required for children during an outbreak of a vaccine-preventable disease.
- The decision to exclude or re-admit a child or educator will be the responsibility of the Centre Director based on the child's symptoms, medical opinion and Department of Health guidelines for children who have an infectious disease or who have been exposed to an infectious disease.
- The Centre Director or educators have the right to refuse access if concerned about the child's health.
- Children and educators with diarrhoea will be excluded for 24 hours after the symptoms have disappeared or after a normal stool.
- A doctor's clearance certificate will be required for all infectious diseases such as measles, mumps diphtheria, hepatitis A, polio, tuberculosis, typhoid and paratyphoid before returning to the service.

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019

## 4.12 Immunisation

### Policy Statement

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 attached to the enrolment form.

### Considerations

- Department of Health Recommendations
- DFACS Policy as outlined in Oatley OOSH Handbook

### Procedure

- Parents will provide the centre with documented evidence of their child's immunisation status.
- This information will be uploaded onto their online account and attached to the enrolment form.
- In the event of an outbreak of vaccine-preventable disease at the centre or school attended by children at centre, children not immunised will be required to stay at home for the duration of the outbreak.
- The Public Health Unit will be notified if any child contracts a vaccine-preventable disease.
- Payment of fees will be required for children excluded during an outbreak of a vaccine-preventable disease.
- Educators will be encouraged to keep their immunisations up to date.
- In the event of an outbreak educators that are not immunised will also be required to stay at home for their own protection.

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019

## 4.13 Dealing with Medical Conditions and Medication Administration

### Policy Statement

We aim to ensure the proper care and attention to all children. Medications will only be administered to children in accordance with the National Law and Regulations.

To ensure the interests of educators, children and parents are not compromised, medication in its original packaging 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.

To support children to take increasing responsibility for their own health and well-being, specific consideration will also be given to children who are carrying medication in their school bags and whose parents have given permission to self-medicate (*"My Time, Our Place"* 3.2). In order for the educators to properly care for children the service has an expectation that parents will inform educators if children are receiving medication at home or school, the nature and purpose of the medication and possible side effects it may have for the child. Educators will use this information to support the child's participation in the service (*"My Time, Our Place"* 4.3).

### Considerations

- National Law 167,173 ( protection from Harm and hazard)
- National Regulations 90-91, 92-96, 178, 181-184
- National Standard 2 ; Element 2.1, 6.2 and 6.3
- "My Time, Our Place" Outcome 3 (2. Children take increasing responsibility for their own health and wellbeing)
- Staff Handbook, Enrolment Policy, Management of incident, Injury, Illness and Trauma policy
- Disability Discrimination Act 1975
- NSW Anti-discrimination Act 1977
- Work Health and Safety Act 2011
- Individual Medical Management Plans and corresponding resources.

## Procedure

- Families will be asked to inform the service of any medical conditions the child may have at the time of enrolment. This information will be recorded on the child's enrolment form.
- Upon notification of a child's medical condition, the service will provide the family with a copy of this policy in accordance with regulation 91.
- Specific or long term medical conditions will require the completion of a medical management plan developed in conjunction with the child's doctor and family.
- It is a requirement of the service that a risk minimisation plan and communication plan is developed in consultation with the child's family. The Centre Director will meet with the family and relevant health professionals as soon as possible prior to the child's attendance to discuss the content of the plan to assist in a smooth and safe transition of the child into the service.
- Content of the management plan will include:
  - Identification of any risks to the child or others by their attendance at the service.
  - Identification of any practices or procedures that need adjustment at the service to minimise risk e.g. food preparation procedures.
  - Process and timeline for orientation or training requirements of educators.
  - Methods for communicating between the family and educators if there are any changes to the child's medical management plan.
- The medical management plan will be followed in the event of any incident relating to the child's specific health care need, allergy or relevant medical condition. All educators including volunteers and administrative support will be informed of any special medical conditions affecting children and orientated regarding the necessary management. In some cases specific training will be provided to educators to ensure that they are able to effectively implement the medical management plan.
- Where a child has an allergy, the family will be asked to supply information from their doctor explaining the effects if the child is exposed to whatever they are allergic to and to explain ways the educators can help the child if they do become exposed.
- Where possible the service will endeavour to not have that allergen accessible in the service.
- All medical conditions including food allergies will be placed on a noticeboard near the kitchen area out of the sight of general visitors and children. It is deemed the responsibility of every educator at the service to regularly read and refer to the list.
- All casual educators will be informed of the list on initial employment and provided orientation on what action to take in the event of a medical emergency involving that child.
- Where a child has a life threatening food allergy and the service provides food, the service will

endeavour not to serve the particular food allergen in the service. Families will be advised not to supply that allergen food when attending the service. Families of children with an allergy may be asked to supply a particular diet if required (e.g. soy milk, gluten free bread).

- Where it is necessary for other children to consume the particular food allergen (e.g. milk or other dairy foods) the child with a food allergy will be seated separately during meal times and all children will wash their hands before and after eating.
- Where medication for treatment of long term conditions such as asthma, diabetes, epilepsy, anaphylaxis or ADHD is required, the service will require an individual medical management plan from the child's medical practitioner or specialist detailing the medical condition of the child, correct dosage of any medication as prescribed and how the condition is to be managed in the service environment.
- In the event of a child having permission to self medicate this must be detailed in an individual medical management plan, including recommended procedures for recording that the medication has been administered. The doctor must provide this plan. In one off circumstances the service will not make an exception to this rule and will require the families to complete the procedure for the educators to administer the medication.

#### **Administering Medication:**

- Before medication is given to a child the certified supervisor (with current First Aid Certificate) who is administering the medication will verify the Name of medication, date, time and correct dosage as per the medication form with another educator who will also witness the administration of the medication.
- 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.
- Prescription medication will be administered only 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.
- Medication will only be administered by a certified supervisor during service operating hours.
- Medication and permission for a child to self-medicate will be administered with the parent's or guardian's written permission only, or with the verbal approval of a medical practitioner or parent in the case of an emergency.
- In the event of a possible emergency, verbal consent is required to administer the medication. The service will provide written notice to the parent as soon as possible after administration of the medication.
- No authorisation is required in the event of an asthma or anaphylaxis emergency. Immediately

afterwards, contact the parents and/or emergency services.

- Parents or guardians who wish medication to be administered to their child or have their child administer the medication at the service will complete the medication form providing the following information;
  - Name of child
  - Name of medication
  - Date to be given
  - Dosage to be administered
  - Exact time to be given (General time, e.g. lunchtime will not be accepted.)
  - Where required, indicate if the child is allowed to administer the medication or the educator.
  - Signature of parent /guardian
- Medication must be given directly to an educator and not left in the child's bag. Educators will store the medication in a designated secure place, clearly labelled and ensure that medication is kept out of reach of children at all times.
- After the medication is given the supervisor will complete the medication form. Name and signature of person who administered and witness will be recorded.
- 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.
- In a circumstance of child developing a fever of 38 Degrees or above, paracetamol will be administered, with authorisation from the child's enrolment form. In the event that authorisation was not provided in enrolment, verbal permission can be obtained from parents.

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019



## 4.14 Asthma

### Policy Statement

We aim to provide an environment that is friendly to sufferers of Asthma as well as keeping educators up to date on the latest developments and treatments of asthma through relevant training and information sent to us by being a member of the Asthma Foundation.

### Considerations

- Asthma friendly OSHC guidelines
- Asthma foundation information

### Procedure

- Children who are known to have asthma must complete an asthma record document (as found attached to the enrolment form) with instructions of what to do when an asthma attack happens.

Medications sufferers may use:

- **Preventers:** white or autumn coloured containers e.g. Becodite, intal. These medications lessen the sensitivity of the airway and therefore reduce attacks. (Should be given at home.)
- **Relievers:** blue/grey colours e.g. Ventolin and Bricanyl
- They relax the muscles around the airway for up to four hours, making it easier to breathe. (given when required – short acting)
- **Controllers:** e.g. Serevent. Long acting muscle relaxant up to twelve hours (given at home)

### **Symptoms of asthma can include:**

- wheezing, (NB in a severe attack you may not hear wheezing). A dry, irritating, persistent cough mostly at night or early morning, exercise induced or shortness of breath.

### How to use a volumatic spacer

A Volumatic spacer is a chamber designed to hold the spray from a puffer before it is breathed in. A spacer will:

Help the asthma medicine get into your lungs where it is needed.

Prevent throat irritation by reducing the amount of medicine in your mouth or throat.

Allow young children to take their asthma medicine.

Help other people who may have difficulty using a puffer.

1. Check the use by date, remove the puffer dust cap and shake the puffer well
2. Hold the two parts of the spacer, line up the arrows and push the two halves together until they click and attach the puffer to the spacer.
3. Press down on the puffer once.
4. Place the mouthpiece between your teeth and close your lips around it.

5. Breathe out gently.
6. Breathe in slowly through your mouth.
7. Hold your breath for about 10 seconds then breathe out slowly. If you take more than one puff, shake the puffer again and repeat steps 3 to 5. Some people may find it easier to simply breathe in and out of the spacer several times.

### **What to do for an asthma attack by a child who is known to have asthma**

Follow the 4 step asthma plan.

If it is a severe attack call an ambulance immediately (dial 000) and follow the 4 step asthma first aid plan until the ambulance arrives.

**Step 1** Sit the child upright, remain calm and provide reassurance. Do not leave the child alone.

**Step 2** Give 4 puffs of a blue/grey reliever puffer (Salbutamol e.g. Ventolin, Asmol, Airomir), one puff at a time, using a spacer if available (including a mask if required). Instruct the child to take 4 breaths from the spacer after each puff.

**Step 3** Wait 4 minutes; if the child still cannot breathe normally give another 4 puffs of blue/grey reliever puffer

**Step 4** If the child still cannot breathe normally, call an ambulance immediately (Dial 000) and continue giving 4 puffs of blue/grey reliever puffer every 4 minutes until the ambulance arrives

**What if it is the first attack of asthma? If a child has difficulty breathing call an ambulance (dial 000) immediately, whether or not the child is known to have asthma**

- Parents must be notified if you are doing the 4 step asthma plan.
- Asthma first aid kit located in emergency first aid suitcase and cupboard with first aid kit.

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019

## **4.15 Allergies**

### **Policy Statement**

We aim to provide safe and effective care of children by ensuring that educators are fully aware of reactions to, and management of, any children's allergies.

### **Considerations**

- Duty of Care / Legislation / Anti-Discrimination act
- National Quality Standards 2 (Children's Health and Safety 2.1)
- Education and Care Services National Regulations 2011
- Education and Care Services National Law Act 2010

### **Procedure**

- Parents will be asked to inform the centre of any allergies the child may have at the time of enrolment.
- This information will be recorded on the child's enrolment form.
- Where a child has an allergy the parents will be asked to supply a letter from their doctor explaining the effects if the child is exposed to whatever they are allergic to and to explain ways the educator can help the child if they do become exposed.
- If a food allergy exists, all attempts to cater for the child will be made however parents might be asked to supply any particular diet if required.
- All food allergies will be placed on a list inside the kitchen food cupboard to remind educators whilst maintaining confidentiality. A list of what they can or cannot eat will be recorded accordingly.
- All educators are to make themselves aware of this list.
- All relief educators will be informed of the list on initial employment.

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised: 09/2019

## **4.16 Anaphylaxis**

### **Policy Statement**

We aim to provide safe and effective care of children by ensuring that educators are fully aware of reactions to and management of any children's allergies.

### **Procedure**

- Parents will be asked to inform the centre of any severe allergies their child may have at the time of enrolment.
- This information will be recorded on the child's enrolment form.
- Where a child has a severe allergy, the parents will be required to fill out the appropriate anaphylaxis action plan, to then be displayed inside the kitchen food cupboard.
- If a severe allergy exists, all attempts to cater for the child will be made however parents might be asked to supply any particular diet if required.
- All severe allergies will be placed on a list inside the kitchen food cupboard to remind educators whilst maintaining confidentiality. A list of what they can or cannot eat will be recorded accordingly.
- All educators are to make themselves aware of this list.
- All casual educators will be informed of the list on initial employment.

### **Management**

- Parents will be requested NOT to send food to school that contains nuts (especially peanuts). This includes peanut butter, Nutella, all nuts and cooking oil containing peanut oil, as well as foods containing nuts.
- Children will be encouraged NOT to share food.
- Children will be encouraged to wash hands after eating.
- Educators will participate in training, in understanding and dealing with Anaphylaxis (severe allergic reactions) as the need arises.
- Children bringing food that contains nuts or nut products will be offered an alternative where applicable, or they will be asked to eat that food away from any other children and to wash their hands before returning to the other children.

### **Promotion**

- A copy of the policy folder will be included in the OOSH Information Handbook for parents, distributed each year upon enrolment.
- Parents will sign the “Agreements and Disclaimer section of the OOSH enrolment form outlining the Centre Policy on Anaphylaxis.
- Parents and guardians will be informed of the Centre’s policy via the Family Notice Board.
- Educators will be informed and provided with training opportunities as necessary
- Children will be informed via educators.

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019

## 4.17 Medication

### Policy Statement

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

To ensure the interests of educators, children and parents are not compromised, medication in its original packaging 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.

The term 'medicine' can be defined either as prescribed or non-prescribed. For the purpose of this policy, a medication is considered prescribed when it is authorized by a registered medical practitioner, and dispensed by a pharmacist with a printed label, which includes the name of the child being prescribed the medication, the medication dosage and expiry date.

All medication that does not meet the criteria for prescribed medication can be considered non-prescribed. This includes over the counter medication, medication dispensed by a naturopath/homeopath, or considered complementary or alternative such as vitamins and cultural herbs or remedies.

To support children to take increasing responsibility for their own health and well-being specific consideration will also be given to children who are carrying medication in their school bags and whose parents have given permission to self-medicate (*"My Time, Our Place"* 3.2). In order for the educators to properly care for children the service has an expectation that parents will inform educators if children are receiving medication at home or school, the nature and purpose of the medication and possible side effects it may have for the child. Educators will use this information to support the child's participation in the service (*"My Time, Our Place"* 4.3)

### Considerations

- National Law 167 ( protection from Harm and hazard)
- National Regulations 92-96, 178, 181-184
- National Standard 2 ; Element 2.1.1
- "My Time, Our Place" Outcome 3 (2. Children take increasing responsibility for their own health and wellbeing)
- Service policy on "Medical Conditions".
- Service policy on "Confidentiality"

### Procedure

- Prescription and non-prescription medication will be administered only to the child for whom it is prescribed, from the original container bearing the child's name and with a current use by date. All medication (prescribed and non-prescribed) will not be administered at the service unless authorised by a registered medical practitioner or naturopath.

- Medication will only be administered by a supervisor during service operating hours.
- Medication and permission for a child to self-medicate will be administered with the parent's/ guardian's written permission only, or with the verbal approval of a medical practitioner or parent in the case of an emergency.
- In the event of an emergency verbal consent is required to administer medication. The service will provide written notice to the parent as soon as practical after administration of the medication.
- No authorisation is required in the event of an asthma or anaphylaxis emergency. However, as soon as possible after that time the parent is notified and/or emergency services.
- Authorisation from anyone other than the parent/ guardian or medical practitioner cannot be accepted.
- Parents and guardians who wish medication to be administered to their child or have their child self administer medication at the service, will complete the medication form providing the following information;
  - Name of child
  - Name of medication
  - Date to be given
  - Dosage to be administered
  - Exact time to be given (General time, e.g. lunchtime will not be accepted.)
  - Where required, indicate if the child is allowed to administer the medication or the educator.
  - Signature of parent or guardian

Medication must be given directly to a supervisor and not left in the child's bag. Educators will store the medication in the designated secure place, clearly labelled and ensure that medication is kept out of reach of children at all times.

If anyone other than the parent is bringing the child to the service, a written permission note from the parent, including the above information, must accompany the medication.

An exception to the procedure is applied for asthma medication in which case the child may carry their medication on their person with parental permission. Where the 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. The service will maintain a record of this medication administration including time, educator advised and if the symptoms were relieved.

#### **Administering Medication:**

- Before medication is given to a child the certified supervisor (with current First Aid Certificate) who

is administering the medication will verify the Name of medication, date, time and correct dosage as per the medication form with another educator who will also witness the administration of the medication.

- 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.
- Prescription medication will be administered only 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.
- Medication will only be administered by a certified supervisor during service operating hours.
- Medication and permission for a child to self-medicate will be administered with the parent's or guardian's written permission only, or with the verbal approval of a medical practitioner or parent in the case of an emergency.
- In the event of a possible emergency, verbal consent is required to administer the medication. The service will provide written notice to the parent as soon as possible after administration of the medication.
- No authorisation is required in the event of an asthma or anaphylaxis emergency. Immediately afterwards, contact the parents and/or emergency services.
- Parents or guardians who wish medication to be administered to their child or have their child administer the medication at the service will complete the medication form providing the following information;
  - Name of child
  - Name of medication
  - Date to be given
  - Dosage to be administered
  - Exact time to be given (General time, e.g. lunchtime will not be accepted.)
  - Where required, indicate if the child is allowed to administer the medication or the educator.
  - Signature of parent /guardian
- Medication must be given directly to an educator and not left in the child's bag. Educators will store the medication in a designated secure place, clearly labelled and ensure that medication is kept out of reach of children at all times.
- After the medication is given the supervisor will complete the medication form. Name and signature of person who administered and witness will be recorded.
- 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.



- In a circumstance of child developing a fever of 38 Degrees or above, paracetamol will be administered, with authorisation from the child's enrolment form. In the event that authorisation was not provided in enrolment, verbal permission can be obtained from parents verbally.

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019

## 4.18 HIV/AIDS/ Hep B and C

### Policy Statement

We respect the right for all children to be loved and cared for and aim to provide a safe and secure environment for all children in the centre. We will not discriminate against any child or family.

The most effective method of controlling the spread of HIV/AIDS and Hepatitis B and C is through preventative measures.

### Considerations

- National Standards Section 5.3 (Maintenance of records)
- Federal Disability Discrimination Act.
- Equal Opportunity Act.
- Occupational Health and Safety Act.

### Procedure

- Under the Federal Disability Act and the Equal Opportunity Act, no discrimination will take place based on a child's, parent's or educator's HIV status.
- Discrimination in regard to access to the centre is unlawful. A child with HIV or Hepatitis B or C has the right to obtain a position in the centre should a position become available and an educator the right to equal opportunity of employment.
- A child with AIDS shall be treated as any other child, as HIV is not transmitted through casual contact.
- Where educators are informed of a child, parent or other educators who have HIV/AIDS or Hep B or C, this information will remain confidential at all times.
- Proper safe and hygienic practices will be followed at all times. (See Hygiene policy for details.)
- No one will ever be denied the right to first aid.
- All children and adults with HIV/AIDS will be considered as infectious. All educators dealing with open sores, cuts and bodily fluids with any child or adult shall wear disposable gloves.
- Educators with cuts, open wounds or skin disease such as dermatitis should cover their wounds and wear disposable gloves.
- Disposable gloves will be properly and safely discarded and educators are to wash their hands after doing so.
- If a child has an open wound it will be covered with a waterproof dressing and securely attached.
- If bodily fluids or blood gets on the skin but there is no cut or puncture, wash away with hot soapy water.
- In the event of exposure through cuts or chapped skin, promptly wash away the fluid, encourage bleeding and wash in cold or tepid soapy water.

- In the event of exposure to the mouth, promptly spit it out and rinse mouth with water several times.
- In the event of exposure to the eyes, promptly rinse gently with cold or tepid tap water or saline solution.
- In the event of having to perform CPR, disposable sterile mouth masks are to be used, or if unavailable a piece of cloth. Resuscitation masks will be available in the first aid kits at all times.
- Any exposure should be reported to the Manager and Management Committee to ensure proper follow up procedures occur.

**Note: Cold water may coagulate the blood and protect the virus from the soap or disinfectant. It is best to use tepid water temperatures in all cleaning processes.**

- Any soiled clothing shall be handled using disposable gloves, will be placed and sealed in a plastic bag for the parents to take home.
- 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.
- Educators and parents will be encouraged to participate in AIDS and Hepatitis education. Education can take the form of educator training, educational seminars, brochures, posters, etc.

#### **Management of HIV/AIDS/Hep B and C**

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

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019

## **4.19 Diabetes**

### **Policy Statement**

We aim to provide safe and effective care of children by ensuring that educators are fully aware of current medical practices, reactions to, and management of, any child's diabetes Type 1 or 2.

### **Considerations**

- Duty of Care / Legislation / Anti-Discrimination act
- National Quality Standards 2 (Children's Health and Safety 2.1)
- Education and Care Services National Regulations 2011
- Education and Care Services National Law Act 2010

### **Procedure**

- Parents will be asked to inform the centre of any medical conditions (e.g. diabetes) the child may have at the time of enrolment.
- This information will be recorded on the child's enrolment form.
- Where a child has diabetes the parents will be asked to supply a letter from their doctor explaining the effects and an action plan.
- If a child enrolled has diabetes, parents will be asked to supply any additional information if required.
- Educators will be trained in the appropriate measures to be able to monitor the child's well being.
- All medical conditions will be placed on a list visible to educators to remind educators whilst maintaining confidentiality.
- All educators are to make themselves aware of this list.
- All casual educators will be informed of the list on initial employment.
- Insure regulations and policies are followed when administering medication and treatment in emergencies and written consent has been given.

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019

## 4.20 Child Protection

### **Policy Statement**

We believe that it is every child's right to be safe and protected from all forms of abuse, violence or exploitation. It is the legal and moral obligation of all adults who work within our service to ensure the safety and wellbeing of all children in our care. All educators, including casual educators, volunteers and students have a duty of care to ensure the safety and protection to all children who access the service's facilities and/ or programs.

The safety and welfare of all children is of paramount importance. Educators and management have a legal responsibility, as Mandatory Reporters, to take action to protect and support children they suspect may be at significant risk of harm. Our service will carry out the responsibilities of Mandatory Reporters as indicated under legislation. This responsibility involves following the procedures as outlined by Families and Community Services and the NSW Commission for Children and Young People.

### **Considerations**

- NSW Children and Young Persons (Care and Protection) Act 1998
- Commission for Children and Young People Act 1998
- Child Protection (Prohibited Employment) Act 1998
- 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 participant's manual 2009/ 2010
- Working with Children Check.
- OSHCQA Quality Area 7

### **Procedure**

#### **Mandatory Reporting**

A Mandatory Reporter is anybody who delivers services to children as part of their paid or professional work.

In OOSH services mandatory reporters are:

- Educators that deliver services to children

- Management, either paid or voluntary, whose duties include direct responsibility or direct supervision for the provision of these services.

Educators are mandated to report to Family and Community Services if they have current concerns about the safety or welfare of a child relating to section 23 of the NSW Children and Young Persons (Care and Protection) Act 1998

### **Section 23 (1)**

a-b) Child is at significant risk of harm – Neglect

- a) Basic physical or psychological needs not being met or are at risk of not being met
- b) Parents/ carers unwilling or unable to provide necessary medical care
  - b1) Parents/ carers unwilling or unable to arrange for the child or young person to receive an education
- c) Child is at significant risk of harm – Physical / Sexual abuse
- d) Child is at significant risk of harm – Domestic violence
- e) Child is at significant risk of harm – Serious Psychological harm
- f) Child is at significant risk of harm – Prenatal report

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

Any educator that forms a belief based on reasonable grounds that a child is at risk of harm should ensure they record the details of the report in a clear objective format.

Reports should be treated with strict confidentiality in adherence to the service's Confidentiality Policy and Procedures.

Any educator who forms a belief based on reasonable grounds that a child is at risk of harm should discuss their concerns with their supervisor or the Centre Director, as he or she may have information the educator is not aware of. The manager will then assist educators in running the online Mandatory Reporters Guidelines (MRG) tool (see point below for more information) to determine whether the report meets the threshold for **significant** risk of harm.

If directed by MRG to report to Family and Community services (FaCS), educators should report their concerns to the Child Protection Helpline:

- Mandatory and Non-Mandatory reporters phone 132 111

When reporting to the Helpline it is important to have as much information as possible available to give to the Helpline. This might include child's information, family information, reporter details and outcomes of the MRG.

If the Centre Director or supervisor has been advised, but has not reported to Family and Community Services, you are legally responsible to do so.

Once a report is made to the FaCS Helpline no further report needs to be made unless new information comes to hand.

### Mandatory Reporting Guidance Tool

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

For assistance with referral information

- Human Services Network [www.hsnet.nsw.gov.au](http://www.hsnet.nsw.gov.au)
- Family Services NSW [www.familyservices.nsw.asn.au](http://www.familyservices.nsw.asn.au)

### Information Exchange

- In order to provide effective support and referral it may be necessary to exchange information with other prescribed bodies including government agencies or non-government organisations and services.
- The NSW Children and Young Persons (Care and Protection) Act 1998 has been amended (2009) to include chapter 16A Information Exchange
- Chapter 16A requires prescribed bodies to take reasonable steps to coordinate decision making and the delivery of services regarding children and young people
- Under Chapter 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.
- The information requested or provided **must** relate to the safety, welfare or wellbeing of the child. Information includes:
  - A child or young person's history or circumstances
  - A parent or other family member, significant or relevant relationship
  - The agency's work now and in the past
- Where information is provided in good faith and according to legal provisions, under section 29 & section 245G NSW Children and Young Persons (Care and Protection) Act 1998; reporters cannot be

seen as breaching professional etiquette or ethics or as a breach of professional standards. There can be no liability for court action.

- Before any information is handed over to other agencies, educators need to get the permission of the Centre Director and President of OOSH.

### **Where a complaint is made about an educator, or someone in the service**

- Should an incident occur that involves a child being put at risk of harm from an educator, volunteer, trainee or person visiting the service, this is regarded as '**reportable conduct**' and necessitates such conduct being reported to the NSW Ombudsman within 30 days.
- Where the allegation is made to an educator or member of management, the facts as stated will be recorded in writing, using an Incident Report template that includes dates, times, names of person/s involved, name of person making allegation and the person making the report. This report should be kept on record and treated as strictly confidential.
- If the Centre Director or person in charge is suspected then the President of the management committee should be informed.
- The relevant forms together with information and assistance are available online at [www.nswombudsman.nsw.gov.au](http://www.nswombudsman.nsw.gov.au)
- The person making the report should follow the advice of the Ombudsman's Departmental Officers.

Management will also follow this advice.

- The matter will be treated with strict confidentiality.
- For the protection of both the children and the educator involved, the educator should be encouraged to take special leave or removed from duties involving direct care and contact with children, until the situation is resolved.
- Support should be provided to all involved. This support can be given in the form of counselling or referral to an appropriate agency.

### **Recruitment of Educators**

All educators employed by the service including management, full time/ part time carers, volunteers and students will be subject to a Working with Children Check carried out by the NSW Commission for Children and Young People. Written approval from the prospective employee will be sought prior to this check being carried out.

When the service engages a self-employed individual to provide services, the provider is required to provide a **Certificate for Self Employed People**. This certificate ensures verification that the person employed is not banned by law from working with children. These certificates are issued through the NSW Commission for Children and Young People. Application form and instructions are available on [www.kids.nsw.gov.au](http://www.kids.nsw.gov.au)

### **For Further Information**

- Keep Them Safe <https://reporter.childstory.nsw.gov.au/>



- Human Services Network [www.hsnet.nsw.gov.au](http://www.hsnet.nsw.gov.au)
- Ombudsman [www.nswombudsman.nsw.gov.au](http://www.nswombudsman.nsw.gov.au)
- Community Services [www.community.nsw.gov.au](http://www.community.nsw.gov.au)
- NSW Commission for Children and Young People [www.kids.nsw.gov.au](http://www.kids.nsw.gov.au)
- Child Protection Helpline 132 111

Date endorsed: 05/12/2014

Revised: 02/2020

To be revised 02/2021

## 4.21 Water Safety

### Policy Statement

Our service will plan experiences with appropriate levels of challenge where children will be encouraged to explore, experiment and take appropriate risks (“My Time, Our Place”, L.O 4), including the use of water as a medium for play in both the outdoor and indoor environment and on excursions. Water use will be supervised at all times to ensure the safety of children is a priority. The hygienic state of water will be assessed before it is used for children’s play. Drinking water will be accessible, hygienically stored and maintained.

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

### Considerations

- Education and Care Services National Regulations 99, 100, 101, 102, 103, 168
- National Quality Standard 2.3
- My Time, Our Place.
- Work, Health & Safety Act 2011

### Procedures

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

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

#### **Water Safety in relation to excursions**

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

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

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

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019

## 4.22 Tobacco, Drug and Alcohol Policy

### Policy Statement

Our service will ensure children are not subjected to the dangers associated with tobacco, drugs and alcohol. We will maintain a harm free environment where no individual educator is affected by alcohol or drugs.

### Considerations

- Education and Care Services National Regulations 2014
- Education and Care Services National Law 2010
- Public health act 2010 no. 127 (NSW)
- National Quality Standard Quality area 2
- My Time, Our Place.
- Work, Health & Safety Act 2011

### Procedures

**Our service is strictly tobacco, drug and alcohol free.**

In order to keep children, educators, families and visitors free from the dangers of drugs, alcohol, tobacco smoke and other smoke, including illegal substances, the following rules apply -

The consumption of tobacco, drugs and alcohol is prohibited in all areas of the service including –

- Inside
- Outside in playground and car parking areas
- In any areas which can be viewed by the children and families of the service
- On incursions or excursions
- At committee/educator meetings

Under no circumstances will any person attend the service if they are affected by alcohol or drugs, including prescription medication, if in any way the consumption of these items impairs an individual's capacity to supervise, educate or care for children.

Where relevant, our educators will engage children in conversations or learning experiences that promote the benefits of a tobacco, drug and alcohol free lifestyle.

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019

# Programming

## **5.1 Daily Routines**

### **Policy Statement**

We aim to provide daily routines that meet the needs of individual children in relation to each child's social, physical, intellectual, creative and emotional development. 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 daily routine will be discussed and organised by the educators.
- The routine will reflect the centre's philosophy of care.
- The routine will be structured around regular events of the day such as arrival, departure, school drop off and collection, morning and afternoon tea, and lunch during vacation care time.
- The routine will provide a mixture of child led structured and unstructured activities.
- The routine will take into consideration all children's needs in relation to their emotional, social, physical, creative and developmental areas.
- Developing each child's own creative leisure skills will also be a consideration when planning the daily routine.
- The routine will be adapted to meet the varying and changing needs of the children in relation to before school, after school, vacation care and seasonal conditions.
- The routine will be recorded and displayed where educators, parents and children can clearly see.
- The routine will be flexible to meet the needs of the children and allow for spontaneity and enjoyment in the centre.

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019

## 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 program is based on children's choice. Our centre's program will reflect the cultural diversity of today's society. We encourage children to contribute to the development of the program, incorporating their interests and ideas. We aim to provide a range of craft activities to encourage and enhance the children's creativity and imagination skills.

### Considerations

- National Standards Section 4.2 (Written programs)
- 'My Time, Our Place' Framework

### Procedure

- The Educational Leader and educators will be responsible for the development of a child centered program, which reflects the philosophy of the centre and meets the social, physical, recreational, intellectual, creative and emotional developmental needs of the children attending.
- The craft program will be developed for each term in association with events and holidays, and with children's suggestions.
- Programs will be developed for all aspects of the centre; before school, after school, vacation care and pupil free days.
- The program is displayed daily where children, parents and educators can see.
- The educators are required every day to complete the centre's daily reflections, to evaluate the children's choice program that is related to "My Time, Our Place" learning outcomes.
- Educators will be allocated time each week to fulfil the task of programming as part of their duties.
- Children and parents are encouraged to incorporate their views, ideas and specific interests into the program.
- Educators will encourage feedback and input from children and parents in relation to the program.
- Educators will regularly talk to parents concerning their child's interests and activities and respond to parents suggestions, requirements and expectations.
- Children will be encouraged to be actively involved in the planning, implementation and evaluation of the program, through discussions and conversations.
- All children's opinions will be considered.
- A written program for vacation care indicating excursions and times will be provided for the parents prior to the vacation care starting.

- The program will be made available to any persons who wish to view it.
- The program will be flexible to meet the needs of the children and allow for spontaneity and enjoyment in the centre.
- Educators will interact with children and where appropriate participate in activities and encourage children to try new activities.
- Special group activities for older children may be organised as part of the program according to needs. They should be implemented where there are suitable numbers of older children and adequate supervision levels can be maintained.
- Excursions will also be organised as part of the program.

**The program should:**

- Promote the importance of play.
- Consider all developmental areas.
- Consider the age range of children.
- Consider individual and group interests, needs, skills, talents and abilities.
- Be balanced providing a range of indoor/outdoor activities, quiet/active times and areas, structured/unstructured activities.
- Provide a variety and choice of activities for the children.
- Be stimulating, interesting and exciting to allow for opportunities to explore and develop new skills.
- Provide a variety of toys and equipment available to all children regardless of age or sex.
- Foster children's independence and self-help skills.
- Foster friendships and encourage co-operative and responsible behaviour among children.
- Provide children with opportunities for self-expression and self-direction.
- Provide an environment, which will foster the child's self-esteem.
- Help children develop self-discipline skills through positive example and direction.
- Help children to appreciate and care for each other and their surroundings.
- Make the children feel welcomed and valued in the centre.

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019



## **5.3 Gender Equality**

### **Policy Statement**

We aim to help the children develop their full potential regardless of their gender. All children and parents 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**

- Educators shall accept and value every parent and child regardless of gender or ability.
- Educators are to be aware of the way in which they treat individual children in regards to language, attitudes, assumptions and expectations, and will treat all children in the same manner regardless of gender.
- Educators 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 gender role stereotypes.
- All children will be encouraged to try a variety of activities regardless of gender.
- Resource materials used in the centre will be non-stereotyped.
- Educators will be actively involved in a variety of activities regardless of gender.
- Every effort will be made to employ educators, casual educators and volunteers from both genders.

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019

## 5.4 Inclusion

### Policy Statement

Our service aims to provide an environment that is free from bias and prejudice in which children learn the principles of fairness and respect for the uniqueness of each person. Children are encouraged to develop their own sense of identity and educators will facilitate this in a way that embraces the needs and abilities of each child. Educators will ensure that children become aware of fairness and equality and have opportunities to practice challenging bias in their play.

### Considerations

- Education and Care Services National Regulations 73, 74, 75, 76, 155, 156, 168.
- National Quality Standard 1.1, 1.2, 4.2, 5.1, 5.2, 6.1, 6.2, 6.3.
- NSW Anti-Discrimination Act 1977
- UN Convention on the Rights of the Child
- My Time, Our Place: Framework for School Age Care in Australia

### Procedures

#### **Inclusive Practices**

- Educators will actively seek information from children, families and the community about their cultural traditions, customs and beliefs and use this information to provide children with a variety of experiences that will enrich the environment within the service.
- Educators will work in partnership with families to provide care that meets the child's needs and is consistent with the family's culture, beliefs and child rearing practices. Specific requests will be acknowledged where practical, to demonstrate respect and ensure continuity of care of the child.
- Educators will obtain and use resources that reflect the diversity of children, families and the community and increase awareness and appreciation of Australia's Aboriginal and Torres Strait Islander and multicultural heritage.
- Educators will be sensitive and attentive to all children and respect their backgrounds, gender, unique qualities and abilities. The service will ensure that the service environment reflects the lives of the children and families using the service and the cultural diversity of the broader community, and ensure children's individual needs are accommodated at the service.
- Children with additional needs will be provided with the necessary support and resources to allow them to fully participate in the service. This may require the assistance of specialty services, adaptation of the environment, changes to routines and educator arrangements in order to facilitate inclusion. The service will achieve this in collaboration with the child's family and professional services.
- Educators will treat all children equally and encourage them to treat each other with respect and fairness.
- Educators will act as positive role models by encouraging all children to be involved in a variety of activities, regardless of gender.
- Educators will role model appropriate ways to challenge discrimination and prejudice, and actively promote inclusive behaviours in children.

- Children will never be singled out, or made to feel inferior to or better than others. Educators and children will discuss incidents of bias or prejudice in children’s play or relationships with each other to help children understand and find strategies to counteract these behaviours.
- Resource materials and equipment used in the service will as far as possible be non-stereotyped.
- Families will be consulted in the development of holistic programs that are reflective of children’s lives, interests, learning styles, genders, family, culture and community.
- Educators will create opportunities for children to learn about, develop respect for, and celebrate the diversity that exists in the centre and in the broader community by:
  - Encouraging all families, children and other educator to share their experiences, skills, cultures and beliefs;
  - Inviting community members to the service to share their stories, songs, experiences, skills, cultures and beliefs;
  - Accessing and using a range of resources (including multicultural and multilingual resources) that reflect the diversity of children and families in the centre and in the broader community.

### **Educator recruitment and professional development**

- Recruitment of educators will not discriminate against any culture, religion, race, gender, or ability.
- The nominated supervisor and educators will attend professional development that builds awareness of all cultural beliefs and values, increases their cultural competence and helps them to challenge discrimination and prejudice.
- All educators will be provided with a copy of the Outside School Hours Care Code of Professional Standards.

### **Inclusion Support Agencies**

- Educators will work with families, inclusion support agencies and other specialists associated with the child to develop individual support plans.
- The service will access additional support, assistance and resources for children with additional needs including children from diverse cultural backgrounds, children with high ongoing support needs and Aboriginal and Torres Strait Islander children.
- Educators will talk to children’s families about any concerns they have and offer the family links to other support services within the community such as Inclusion Support Agencies, Community Health Services etc.

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019

## 5.5 Anti-Discrimination

### Policy Statement

We aim to recognise the diversity of cultures in Australia and 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.

### Considerations

- Anti-Discrimination Act

### Procedure

- Educators shall accept and value every parent and child regardless of race, cultural background religion, gender or ability or sexual preference of parents.
- Educators will make themselves aware of the specific cultures represented in the families and general community of the centre.
- No discrimination will be made against any family or child due to their culture, race or sexual preference.
- Educators will not be judgemental towards the parents and respect any differences in childcare practices (with the exception of child protection concerns).
- Educators will ensure parents have confidence in the centre's quality of care for their child by seeking information regarding their cultural issues.
- Educators 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.
- All educators will undertake training and sharing of information regarding the various cultures and multicultural programming.
- Educators will make themselves aware of any issues or behaviour, which may be offensive to the various cultures and avoid possible offensive behaviour.
- All activities and behaviour in the centre will be considerate of the cultural and linguistic diversity of the families within the community.
- Where required, parent information will be translated into other languages.

- Children will be encouraged to explore and share a range of cultural activities and experiences in an environment free from racial prejudice and harassment.
- Educators shall research and gain ideas regarding appropriate activities to be incorporated in the program.
- Educators should be aware of and ensure that festivals and celebrations of many cultures are included in the program.
- 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.
- All activities in the centre will be checked to ensure that negative and discriminating images of particular cultures or lifestyles are avoided.

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019

## **5.6 Excursions**

### **Policy Statement**

We believe that excursions are an essential 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.

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

All National Standards and educator/child ratios will be maintained.

### **Considerations**

- National Standards Section 4.7 (Excursions)
- National Standards Section 3.1 (educator/child ratios)
- Voluntary Code of Practice Appendix A (Excursions)
- Transport policy.
- Relevant transport legislation and regulations

### **Procedure**

#### **Planning**

Excursion planning will take into consideration:

- The children's ages, capabilities and interests
- Ways to maximize the children's developmental experiences
- Children's and educators safety
- Suitability of the venue and access including wheelchairs if required
- Access to food, drink and other facilities
- Weather conditions, which would make the venue unsuitable
- The specific clothing and equipment needs of the children
- Travel arrangements needed
- Educators will phone the venue ahead (if possible) when special requirements are needed
- When planning an excursion alternative arrangements will be made for adverse weather conditions.
- Educators 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.

### **Authorisation and Notification**

- No child will be taken outside the centre without the parent's written authorisation.
- All excursions will be communicated to all parents with full details of destination, times of departure and return and what the children should bring.

### **An excursion permission form will be filled out for each specific excursion indicating:**

- Date
- Time
- Cost
- Proposed destination
- Method of transport
- Activities involved
- Child's name
- Parent's name and signature

Excursions to locations visited on a regular basis such as the local park or playground or the local library may be undertaken without individual excursion forms when parents have previously given general permission for these activities on the enrolment form.

### **A notice will be displayed at the centre, which indicates:**

- Destination of the excursion
- Itinerary and timetable
- Contact phone numbers

### **Risk Management**

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

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

- The items that should be taken on the excursion, for example, first aid kit, mobile phone and a list of emergency contact numbers;
- Verbal instructions to children on appropriate behaviour expected whilst on excursions.

### **Transportation**

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

### **While on the Excursion**

- No changes to the excursion itinerary will be made unless it is in the best interest of the children's safety and wellbeing, and the only change permitted in this situation is for all educators and children to return to the centre.
- All children will wear a red Oatley OOSH hat indicating the centre's name, and contact number.

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

- 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).
- A photo of each child will be taken by an educator on the morning prior to leaving the centre. The iPad will be taken on all excursions
- A list of educators emergency contacts will be taken on all excursions
- A list of all relevant and emergency procedures and contact numbers, to be readily accessible to all educators at all times.
- A fully stocked portable first aid kit and Asthma First Aid Kit.



- Spare drinking water.
- The centre's emergency, accident, illness and medication, sun protection policies will be implemented on excursions as required.
- All children will be instructed regarding behaviour on the excursion and what to do if they are separated from the group.

### **Educator Ratios and Supervision**

- The educator/child ratios as outlined in the standards will be met at all times.
  - 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.
- Supervision is of utmost importance and must be maintained at all times.
- A delegated supervisor will be appointed and have overall responsibility for the excursion.
- It is the responsibility of the supervisor to maintain head counts and take the roll at appropriate times.
- Children will be orientated to the risk elements and procedures prior to attending any excursion. This would include elements such as what to do if they become separated from the group, toilet procedures, talking to strangers etc.
- Adequate numbers of educators to effectively supervise the children must be rostered on for excursions. Numbers of educators must take into consideration the ages and developmental stage of the children attending the excursion and be based on a risk assessment of the excursion.
- An educator must inspect all public toilets before children use them. An educator and at least one other child must accompany any child when using a public toilet.
- When walking the children, one educator must lead the group, another to follow at the back, and the remaining educators spaced along the group, walking on the road side of the footpath.
- When crossing a road, a pedestrian crossing must be used if possible. If there is no pedestrian crossing, the safest way to cross the road must be determined. One educator must step out onto the road, and if necessary, stop traffic from both directions. The remaining educators will then lead children across the road.

### **Lost Child**

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

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019

## 5.7 Movies and Nintendo Wii

### Policy Statement

Movies and Nintendo Wii can be used as part of the programmed activities. Educators will ensure all movies and nintendo games are age appropriate 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

- Movies will only be viewed that have a G or PG rating, or where otherwise deemed appropriate by supervisors
- Movies may be used to highlight a particular activity or interest in the program. They should not be a daily activity in the centre.
- Movies and Nintendo Wii may be planned as part of the program during vacation care and advertised in the program to the parents, but again is not to be used as a daily activity..
- Educators should preview the movies where possible.
- Parents should sign a consent form when taking children to see a film at the cinema.
- Children should continue to be provided with other activities during the showing of a movie and be properly supervised, even if the majority of the children are attending the viewing.
- Nintendo Wii will be shared amongst all children attending the centre and will be supervised by an educator

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019

## **5.8 Additional Needs Children**

### **Policy Statement**

We aim to provide quality care to all children without bias or discrimination, and to support children with additional needs by working with other professionals to provide the best possible care for each individual child.

### **Considerations**

- Anti-Discrimination Act

### **Procedure**

- Children with additional needs will be accepted into the centre.
- Each child will be treated as an individual and we will support his/her own additional needs.
- The educators will consult with the parent/s and a plan of needs will be formulated and implemented. This may include goals that professionals have formulated in consultation with the parent/s.
- Educators may contact professionals or organisations to gather more information about the additional need.
- The centre has access to a pool of special needs workers called Support Workers funded by the Federal Government. These workers will assist educators with the integration of additional needs children and compile an individual program for each child and work on a one to one basis with the child and parents.
- There will be in-service training opportunities for all educators on particular needs throughout the year and educators will be encouraged to attend.

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019

## **5.9 Interactions with Children**

### **Policy Statement**

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

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

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

### **Considerations**

- Education and Care Services National Regulations r73, r74, r76, r155, r156, r168
- National Quality Standard 1, 5 and 6
- My Time, Our Place.

### **Procedures**

The educator will:

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

- Sensitively manage children who are having difficulty conveying their message or managing their emotions.
- Ensure children understand what is being communicated to them during interactions and allow them time to question or respond.
- Speak to children at their level and use voice intonations, facial expressions and body language to assist in conveying messages.
- Engage in one on one conversations with all children and develop an understanding of their likes, dislikes and interests.
- Collaborate with children regarding the daily routines and practices within the service including programming of experiences in order to meet their individual needs, interests and abilities.
- Organise environments and spaces that promote small and large group interactions and meaningful play and leisure.
- Collaborate with children to develop a set of rules or boundaries to guide their behaviour in the service and discuss clear expectations and consequences of inappropriate behaviours.
- Keep rules simple and only have a small number of concise rules that children understand, focusing on appreciating and caring for each other and the environment. All educators, families and children will be made aware of the rules and the expected consequences. The rules will be clearly displayed.
- Ensure that all educators enforce the rules and consequences consistently at all times. Consequences will be relevant to the situation and never demeaning.
- Follow up all issues that arise by discussing the situation with the child and strategising for better solutions in future issues.
- Collaborate with family members and schools regarding appropriate behaviour management practices to ensure there is a consistent approach.
- Access professional development and resources related to positive behaviour management and include this in professional development planning.
- Act as a positive role model for appropriate and expected behaviours in the service, being mindful of respectful language and tone.
- Encourage and reward acceptable behaviour by giving praise and positive feedback to children as often as possible.
- Focus on the behaviours being displayed and not the child displaying them.
- Assist children in developing self-discipline skills and regulating their own behaviours by using simple conflict resolution skills, building self-reliance and self-esteem, role modelling and positive direction.
- Provide children with opportunities to interact and develop respectful and positive relationships with each other, educators and visitors to the service.

- Ensure that appropriate physical contact is maintained in regards to comforting children, application of first aid, safety provisions such as holding hands and maintaining respectful bodily space.
- Identify when interactions with a child are not appropriate and refer to the services 'Providing a Child Safe Environment' policy to address these concerns.
- Maintain defined boundaries in regards to appropriate behaviour with children and engagement with their families.

**The children will:**

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

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019

## 5.10 Social Media

### Policy Statement

Our Service is committed to ensuring that technology is integrated into children's play, leisure experiences, projects and practices. 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 service. Our aim is to encourage all children to use and access information and communication technologies to express ideas, access images and information, and explore diverse perspectives, engaging these tools for designing, drawing, editing, and composing (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 may include (although is not limited to):

- Social networking sites (e.g. Facebook, MySpace, Instagram, LinkedIn)
- 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
- Online multiplayer gaming platforms (e.g. World of Warcraft, Second life)
- Instant messaging (including SMS)
- Geospatial tagging (Foursquare)

### Considerations

- Education and Care Services National Regulations r73
- National Quality Standard 1. 1, 2.3, 4.2, 5.1, 6.2 and 7.3
- My Time, Our Place.

## **Procedures**

### **Unacceptable use of social media**

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

- Has the potential to bring the service into disrepute.
- Discloses or discusses the service's confidential information.
- Could be viewed as derogatory towards, or disparaging of educator, families, management, visitors, children or support agencies.

#### **Educator will:**

- 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.
- Not access a social networking site during working hours at the service via mobile phone or any other device.
- Not use a personal camera or mobile phone to take photographs or video at the service or during excursions.
- Not post information about the service, educators, management, families, visitors, or any matters relating to the service on a social networking site.
- Not post photographs or video taken at the service or on an excursion on a social networking site.
- Supervisors responsible for updating the service's website must not post names or recognisable photographs of educators, children, visitors or family members on the website without written permission. Educators will also not post details on any social media regarding excursions or upcoming social outings in advance of the event.
- Ensure that pirated DVDs or electronic games must not be used, as this is an illegal activity.
- Not be responsible for children's lost games or other equipment.

#### **Families and Visitors:**

- 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.
- Must not post information about the service, educators, management, families or any matters relating to the service on a social networking site.
- Ensure that any DVDs or games brought to the service by their children are appropriate.
- Must not use social media to harass or bully others.

#### **Children:**



- May not access a social networking site.
- May only use electronic media at the times specified by educators. DS games etc.
- Must leave mobile phones either in school bags or in the office at all times unless specific permission to use the mobile phone has been granted by the educators.
- Children must take responsibility for any electronic devices they bring from home.
- Must not use social media to harass or bully others.

**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.
- Serious breaches may also result in legal action being taken by the service.

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019

# **Behaviour and Discipline**

# 6.1 Child Management

## Policy Statement

We aim to provide an environment where all educators and children feel safe, cared for and relaxed, which encourages cooperation and positive interactions between all persons. Rules will be clearly established based on safety, respect for others and order and which help create and ensure a caring environment. Positive behaviour will be encouraged and self-discipline skills will be developed through setting positive examples and clear direction.

## Considerations

- Children's and Young Persons (Care and Protection) Act 1998
- Children Legislation Amendment (Wood Inquiry Recommendations) Act 2009
- Voluntary Code of Practice, Section 12 (Exclusion for unacceptable behaviour)
- United Nations Convention on the Rights of the Child.
- Play - Rights and Responsibilities of children, educators and parents for a co-operative OOSH environment (Network)

## Procedure

- Basic rules and clear guidelines of acceptable behaviour will be established through consultation with educators and children.
- Rules will encourage respect for the rights of others, and help create a caring environment, and be based on safety and order.
- Children and families will have the opportunity be involved in developing rules and our centre's Code of Behaviour.
- All rules will be positively and consistently reinforced, verbally and through displays.
- Educators, families and children will be made aware of the rules.
- Children will have the consequences of breaking the rules explained. All consequences shall be relevant to the individual situation and will not be demeaning to the child.
- No child is to be subjected to, or threatened with, corporal punishment.
- No child is to have food or other basic needs withdrawn as part of a punishment.
- Educators will only use 'Time In' for short periods, where children are encouraged to sit and think. Educators will follow up all 'Time In' situations through discussion with the child and working together on better solutions for future behaviour.

Positive behaviour will be encouraged by role modelling, diverting children to more appropriate activities, showing appreciation for appropriate behaviour and building on each child's strengths and achievements. Children are to be given opportunities that enable them to be responsible for their own behaviour through the development of problem solving skills. Children will be encouraged to seek support when necessary.

- 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.
- Educators, school and caregivers will work in partnership in promoting a consistent and positive approach to behaviour management.
- Caregivers will raise concerns as they arise, and discuss ways of working together to assist children to make changes in inappropriate behaviour.

To assist in maintaining a positive, safe and caring environment educators and children will have the following responsibilities.

**The children will:**

- Accept and value every child and adult regardless of race, cultural background, religion, gender or ability.
- Treat each other with respect, courtesy and understanding.
- Be encouraged to maintain positive communication and relationships between educators, children, and other adults.
- Ensure that appropriate language is used at all times.
- Know and fulfil their responsibilities
- Settle their differences in a peaceful manner, try to use communication to resolve difficulties rather than resort to violence.
- Develop self-discipline skills through positive example and direction.
- Develop an understanding that behaviour results from choices made by the individual, and that all behaviour has consequences.

**The educators will:**

- Accept and value every child and adult regardless of race, cultural background, religion, gender or ability.
- Treat children with respect, courtesy and understanding.
- Maintain positive communication with the children at all times.
- When communicating with children, the educators will ensure that they are understood and communicate at the child's level in a friendly, positive and courteous manner.
- Use voice intonations, facial expressions, and explanations as methods of discipline.

**To encourage children to take responsibility for their actions, educators will:**

- Initiate conversations with all children, and develop an understanding of the child and their interests.
- Form friendly and warm relationships with the children in their care and be supportive and encouraging.
- Ensure that expectations, relating to the children's behaviour are explicit and clear and consequences are consistently applied.
- Act as a role model for acceptable behaviour.

- Encourage and reward acceptable behaviour.
- Focus on the behaviour, not the child.
- Give praise and positive feedback to the children as often as possible.
- Provide an environment which will foster the child's self-esteem.
- Help children develop self-discipline skills through positive example and direction.
- Introduce children to simple conflict resolution skills.
- Help children to appreciate and care for each other and their surroundings.
- Ensure that appropriate language is used at all times.

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019

## 6.2 Bullying

### Policy Statement

We aim to provide an environment where all children feel safe, cared for, relaxed and which encourages cooperation and positive interactions between all children. Expectations will be clearly established based on safety and respect for others, which helps create a caring environment. Positive behaviour will be encouraged and self-discipline skills developed through positive examples and directions.

### Considerations

- Anti-discrimination Act
- Children and young persons (care and protection act 1988)
- Children Legislation Amendment (Wood Inquiry Recommendations) Act 2009
- Voluntary Code of Practice section 12 exclusion for unacceptable behaviour.
- United Nations Convention of the rights of the child

### Procedure

- Educators will encourage children to treat each other the way they would like to be treated.
- Educators will continually remind children that they need to respect one another's individuality at children's meetings and general group discussion as required, reminding them that they do not have to all play together but they have to be courteous to each other.

**Bullying or harassment will not be tolerated.**

**If a child physically hurts or verbally abuses other children or adults the educator will:**

- Remove the child from the situation.
- Ensure the person is alright, and given proper medical attention and care.
- Record the incident indicating date, time, children involved and educators in attendance.
- Ensure that both sets of parents are notified of the incident.

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019

## **6.3 Inappropriate Behaviour Policy**

### **Policy Statement**

We aim to provide an environment where all caregivers, educators and children feel safe, cared for and relaxed, and which encourages co-operation and positive interactions between all persons. Rules will be clearly established based on safety and respect for others, to ensure a caring environment. Positive behaviour will be encouraged and self-discipline skills developed through positive example and direction.

### **Considerations**

- Children's and Young Persons (Care and Protection) Act 1998
- Children Legislation Amendment (Wood Inquiry Recommendations) Act 2009
- Voluntary Code of Practice, Section 12 (Exclusion for unacceptable behaviour)
- United Nations Convention on the Rights of the Child.
- Play - Rights and Responsibilities of children, educator and parents for a co-operative OOSH environment (Network)

### **Procedure**

For the benefit of all the children and the effective operation of the Centre, a certain level of behaviour is expected from each child.

When a child doesn't follow expected behaviour the following procedure will take place:

- Verbal warning/s
- Written warning
- Red cards will be issued
  - If a child receives three red cards, the child's position will be suspended for a period of time, at the discretion of the Centre Director. If after a suspension has taken place the child's inappropriate behaviour continues, the child's position may be in jeopardy.
  - The Centre Director has the right to issue an immediate Red Card if any serious incident occurs in consultation with management committee.

Red Cards can be given for such offences as:

- Peer pressuring other children to behave in ways they are not comfortable with.
- Disrespecting OOSH rules.
- Poor Sportsmanship - e.g. not playing fair, losing self-control.
- Rudeness towards OOSH Educators and Other Children.
- Physical Bullying – e.g. hitting, biting, kicking, pushing, pinching, scratching, spitting, pulling hair.

- Verbal Bullying – e.g. intolerable name calling, hurtful or discriminatory remarks, threatening, putdowns or teasing.
- Unsafe Play – e.g. out of bounds, inappropriate use of equipment, deliberate use of equipment to endanger, actions potentially harmful to others (e.g. tackle instead of tipping)
- Refusal to comply with educator directions – e.g. Disobedience/refusal to listen (e.g. after clarification of expectations, the child continues to disobey instructions), disrespectful gestures, leaving care environment.
- Inappropriate Language – e.g. comments that are racial, swearing, malicious and inappropriate sexual references or gestures.
- Intentionally damaging OOSH equipment.

Each warning remains valid for 12 months from the date of the incident, excluding warning number three or a 'critical incident' which is permanent termination of child care in the OOSH Services centre.

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019



# **Emergencies and Accidents**

# 7.1 Emergency and Evacuation Procedures

## Policy Statement

Our service will provide an environment that provides for the safety and wellbeing of the children at all times. All children and educators will be aware of, and practiced in, emergency and evacuation procedures. In the event of an emergency, natural disaster or threats of violence these procedures will be immediately implemented. In implementing the practice sessions of emergency procedures with children, educators will encourage children to discuss possible scenarios where emergency procedures may be required and support children to come up with solutions and ideas for improving on the procedures or discussing ways to avert emergency situations.

## Considerations

- National regulation 97; *Emergency and evacuation procedures*
- National Standard 2; 2.3.3. (*“Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented”.*)
- Occupational Health and Safety.
- Network’s ‘Fire Safety Guidelines’.

## Procedure

### Fire Drill

#### Squeeze whistle: three short continuous blows or Megaphone alarm

#### Supervisor Duties

- Collect phone, emergency contacts, first aid kit and Asthma first aid kit.
- Scan and search room, storeroom and toilets for any children.
- Ring Fire Brigade on 000
- Report to officer in charge of Fire Brigade on their arrival
- Collect sign in and out ipads.
- To call the Centre Director if they are not present.

#### Other educators and parents duties

- Follow direction of Supervisor
- Remove all children and other people to assembly areas. (see outdoor map)
- When at assembly area call roll and count number of children, and then check they match.
- When able to, walk the children down to the park or up Oatley Avenue to the car park.

**Fire extinguishers should only be used if it is safe to do so.**

- Fire drills are to be practiced at least once per term in before school care, after school care and vacation care (refer to emergency procedures policy.)
- Smoke detectors are to be tested every 3-4 months.
- Fire extinguishers to be checked yearly (AS1851.1-1995)

**Records of these procedures are to be transferred over to the fire drill checklist.**

**Records are to be retained for 2 years.**

- A risk assessment will be conducted by Educators and Management to review and refine emergency procedures
- Emergency evacuation procedures and floor plan will be clearly displayed in a prominent position near the main entrance and exit of each room used by the centre.
- All educators including casual educators will be informed of the procedure and their specific duties identified in their orientation to the centre. Educators will make arrangements as to duties undertaken in the absence of other educators.
- Children and educators will practice the emergency procedure at least twice a term, in all types of care, before school, after school and at the beginning of vacation care.
- 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.
- Parents will be informed of the procedure and assembly points in the parent handbook.
- No children or educators are to go to their bags to collect personal items during an emergency evacuation.
- Educators will only attempt to extinguish fires if the fire is small, there is no threat to their personal safety and they feel confident to operate the extinguisher and all the children have been evacuated from the room.

**The evacuation plan will include:**

- Routes of leaving the building suitable for all ages and abilities.
- Fire extinguishers will be clearly labelled and accessible
- A safe assembly point away from access of emergency services
- An alternative assembly area in case the first one becomes unsafe
- List of items to be collected and by whom
- List of current emergency numbers
- Educator duties in the emergency

### **Educators will be nominated to:**

- Make the announcement to evacuate, identifying where and how.
- Collect children's attendance records and parents' contact numbers.
- Collect emergency services numbers.
- Make the phone call to 000 or other appropriate service, management and parents as required.
- Collect the first aid kit.
- Check that the building and playground is empty and that all doors and windows are closed as far as possible, to reduce the spread of a fire.
- Supervise the children at the assembly area, and take a roll call of children. Educators should be aware of any visitors.
- When the emergency service arrives the Supervisor will inform the officer in charge of the nature and location of the emergency and if there is anyone missing.
- No one should re-enter the building until the officer in charge has said it is safe to do so.

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

If a person/s known or unknown to the service harasses or makes threats to children or educators at the centre, or on an excursion the following procedures are to be adhered to.

### **Educators will:**

- Calmly and politely ask them to leave the centre or the vicinity of the children
- Be firm and clear and remember the primary duty is to the children in care
- If they refuse to leave, explain that it may be necessary to call the police to remove them
- If they still do not leave, call the police
- If the Supervisor is unable to make the call another educator should be directed to do so. Educators should liaise with team members in advance to determine a code phrase that will alert another team member to a threat situation arising and prompt them to contact police. ("go get the donuts")
- Where possible Educators must endeavor to calmly move the children away from the person and this may be achieved quickly with the use of another code phrase that will encourage word of mouth transmission between children to move quickly from the area to another safer environment without causing them alarm (as an example, "Let's play Guess Who's Missing").
- No educator should attempt to physically remove the unwelcome person, but try to remain calm and keep the person calm, as far as possible and wait for the police.
- Educators should be aware of any unfamiliar person on the premises and find out what they want as quickly as possible and try to contain them outside the centre.

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019

## 7.2 Severe Storm

### Policy Statement

We aim to provide a safe environment for all children, educators, parents and visitors at all times. In the event of a severe storm, we aim to follow this procedure while remaining calm and in control which will enable the situation to be dealt with to ensure safety remains of paramount importance.

### Procedure

- In the event of a severe storm ensure tree branches are not overhanging the centre room
- Ensure the emergency first aid suitcase is accessible
- Fill clean containers with water
- Clear grounds of loose objects
- Have masking tape (for glass) and large garbage bags for emergency rain protection
- Shelter all children, educators, volunteers and parents
- Disconnect all electrical appliances
- Tape (cross fashion "X") or cover large windows or glass doors when storm strikes
- Stay inside and shelter children well clear of windows
- If necessary cover children with foam mats, blankets or tarpaulin under tables
- Stay calm and comfort any child showing signs of distress. After assisting children under tables, one educator will check building to be sure all children are under the shelter
- **Do not use telephone during storm**

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019

## 7.3 Accidents

### Policy Statement

We will ensure the safety and well-being of educators, children and visitors within the centre and on excursions, through proper care and attention in the event of an accident. The centre will make every attempt to ensure sound management of the injury to prevent any worsening of the situation. Parents or emergency contacts will be informed immediately where the accident is serious.

### Considerations

- National Standards Section 2.4 (Illness and accidents)
- Workplace Health and Safety Act.
- Duty of Care.

### Procedure

- Parents are required to provide written consent for educators to seek medical attention for their child if required before they start in the centre. This will be recorded in the enrolment form.
- Parents will be required to supply the contact number of their preferred doctor and Medicare number and expiry date.
- Parents will be required to supply two contact numbers in case of an emergency or accident.
- If a child, educator or visitor has an accident while at the centre they will be attended to immediately by an educator who holds a first aid certificate.
- In the case of medication being required in an emergency without prior consent of the parents/guardians, educators are to secure that consent from a registered medical practitioner.
- Anyone injured will be kept under adult supervision until they recover or an authorised person takes charge of them.
- Any injury sustained above the shoulders will be documented and is mandatory to contact parents to inform them of the incident.

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

- Assess the injury.
- Attend to the injured person and apply first aid as required.
- Ensure that disposable gloves are used with any contact with blood or bodily fluids.
- Ensure that all blood or bodily fluids is cleaned up and disposed of in a safe manner.

- Ensure that anyone who has come in contact with any blood or fluids wash the contact area in warm soapy water.
- Record the incident and treatment given in the accident form indicating name, date, time, nature of injury, how occurred, treatment given and by whom. This is to be signed by an educator and witnessed if possible.
- Obtain parent signature confirming knowledge of the accident.
- Notify the parents either by phone after the incident if seen fit or on their arrival to collect the child.

**In the case of a major accident requiring more than first aid, the first aid attendant will:**

- Assess the injury, and decide whether the child needs to be attended to by local doctor or whether an ambulance should be called and tell the Centre Director or Supervisor of their decision.
- If the child's injury is serious the first priority is to get immediate medical attention. Parents should be contacted straight away, however if this is not possible there should be no delay in organising proper medical treatment. Keep trying to contact the parents in the meantime.
- Attend to the injured person and apply first aid required.
- Ensure that disposable gloves are used with any contact with blood or bodily fluids.
- Stay with the child until suitable help arrives, or further treatment taken.
- Try to make the child comfortable and reassure them.
- If an ambulance is called and the child is taken to hospital an educator will accompany the child until parents have arrived
- An accident or incident form will be recorded including the treatment given, indicating name, date, time, nature of injury, how occurred, treatment by whom, to be signed by an educator and witnessed if possible.
- Obtain parent signature confirming knowledge of the accident.

**Accidents which result in serious injury to a child must be reported to:**

- Parents/Guardian
- An ambulance service
- The police
- NSW Regulatory Authority
- The Management Committee
- Clear emergency procedure should be maintained for the other children at the centre.

- The centre will notify the parent/guardian that a serious incident has happened and advise them to contact the relevant medical agency.
- This information should be provided in an extremely sensitive manner.

**2 Educators must be at the centre at all times.**

**Records must be retained till the child is 24 years of age or in the event of death for 6 years.**

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019



## **7.4 Incident/Accident/Illness Report**

### **Policy Statement**

Incident/accident and illness reports are to be used each time there is an Incident/accident or illness at the centre.

### **Considerations**

### **Procedure**

The form is to contain the following information:

- Date of incident/accident/illness.
- Time incident/accident/illness occurs.
- Name of person involved.
- Age of person involved.
- Address of person involved.
- Incident/accident or illness description.
- Draw a diagram if required.
- Treatment given and by who?
- How many educators supervising at the time?
- Has the parent been notified at the time?
- First aid attended.
- Signature of the educator who rendered the first aid.
- Signature of witness.
- Signature of parent.
- Signature of Centre Director/President when required.

**Records must be retained until the child is 24 years of age.**

**Records relating to death must be retained for 6 years.**

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised: 09/2019

## **7.5 Management of Incident, Injury, Illness & Trauma**

### **Policy Statement**

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

### **Considerations**

- Education and Care Services National Regulations r12, 85, 86, 87, 88
- National Quality Standard 2.1
- Work, Health and Safety Act 2011
- ACECQA “Frequently Asked Questions”
- NSW Department of Health guidelines
- Disability Discrimination Act 1975
- NSW Anti-discrimination Act 1977
- Staying Healthy in Child Care (5thEdition)

### **Procedure**

#### **Enrolment Information**

- Families are required to provide written consent for educators to seek medical attention for their child, if required, as part of the enrolment process. This will be recorded in the enrolment form.
- Families will be required to supply details of their preferred doctor, and Medicare details.

- Families and educators will be required to supply two contact numbers in case of an emergency or accident.

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

- If a child, educator or visitor has an accident while at the centre, an educator who holds a first aid certificate will attend to them immediately.
- Anyone injured will be kept under adult supervision until they recover and an authorised person takes charge of them.
- In the case of a major incident, injury, illness or trauma at the service requiring more than basic first aid, the first aid attendant will:
  1. Assess the injury and decide whether the injured person needs to be attended to by a doctor or whether an ambulance should be called. The educator in charge or nominated supervisor will be advised of their decision.
  2. If the injury is serious the first priority is to get immediate medical attention. Families or emergency contacts should be notified straight away where possible. If not possible, there should be no delay in organising proper medical treatment.
  3. Attend to the injured person and apply first aid as required.
  4. Educators will ensure that disposable gloves are used with any contact with blood or bodily fluids as per the infectious disease policy.
  5. Educators will stay with child until suitable help arrives, or further treatment taken.
  6. The educators will try to make the child comfortable and reassure them that they will be ok and that their families have been called.
  7. If an ambulance is required and the child is taken to hospital, an educator will accompany the child and take the child's medical records with them.
  8. Complete a centre accident report and a serious incident report for the regulatory authority.

### **Another educator will:**

1. Notify family or emergency contact person immediately regarding what happened and the action that is being taken including clear directions of where the child is being taken (e.g. hospital). Every effort must be made not to cause panic and to provide minimal detail regarding the extent of the injuries
2. Ensure that all blood or bodily fluids are cleaned up in a safe manner.
3. Ensure that anyone who has come in contact with any blood or fluids washes the contact area in warm soapy water.
4. Try to reassure the other children and keep them calm, keeping them informed about what is happening, and away from the child.

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

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

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

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

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

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

- If the advice of a medical practitioner was sought or the child attended hospital in connection with the incident, injury, trauma or illness, then the incident is considered 'serious' and the regulatory authority must be notified.
- An incident, injury, trauma or illness will be regarded by the service as a 'serious incident' if more than basic first aid was needed to manage the incident, injury, trauma or illness and medical attention was sought for the child, or should have been sought, including attendance at hospital or medical facility for further treatment.

## Illness

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

- The Manager or Supervisor will organise a suitable educator replacement as soon as possible.

Date endorsed: 05/12/2014

Revised: 09/2019

To be revised 09/2019