



Bulimba State School
Outside School Hours Care

Policy and Procedures Manual

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Policy group 1 – Service Philosophy Statement

1.1 Service Philosophy

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

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

Service Philosophy

Bulimba State School OSHC acknowledges the Jagera and Turrbal people, the Traditional Owners of the land on which we have the privilege to play, learn and work on. Especially, we as a service, acknowledge and pay respect to their culture, their traditions and their elders and endeavour to embed their perspectives in all that we do. We do this as part of our ongoing commitment towards reconciliation.

At Bulimba State School Outside School Hours Care we:

Plan and implement programs that:

- embed First Nations perspectives and pay respect to their unique contributions and history by offering meaningful experiences that allow children to learn and share this knowledge.
- offer children an opportunity to care for and learn about the environment and focus on sustainable practices and initiatives to build capacity of children as active participants in caring for the resources, land and environment.
- are child initiated and based on meaningful documentation gathered from the interests and developmental needs of all children while promoting holistic development.
- encourage children to be an active member of the community in which they live to be active, global citizens.
- allow all children to express their opinions and have their views considered in decisions affecting them as stated in Article 12 of the United Nation's Convention on the Rights of the Child.

Nurture relationships that:

- are respectful and inclusive of individuals and reflect school and family values and cultural backgrounds.

- promote open, transparent and honest communication between all members of our community which are positive and consistent in manner.
- support families in a non-judgemental manner, adapting our service to meet their ever-changing needs, based on their feedback.
- Are holistic in nature through ongoing, open communication with members of the school community that ensure children and families are supported.

Empower our Educators to:

- become respected members of our school community through collaborative endeavours with school staff.
- participate in regular professional development and training to enhance their qualifications that is individually targeted on their differing strengths and weaknesses.
- positively impact the service culture through meaningful contributions that improve the wellness of the team and OSHC community.
- maintain a high level of care and supervision, building positive and rewarding relationships with children by taking the time to talk and interact with them on a deeper level.

Broad Goals

We adopt an attitude of respect for all families and educators. Individuals and all cultural identities are recognized and respected at the centre and value is placed on Australia's Aboriginal and Torres Strait Islander cultures as a part of the nation's history, present and future.

The program will present positive experiences for the children and young people which are based on gender equity. We aim to create an atmosphere where all children and young people feel comfortable, secure and happy, through fostering high self-esteem and positive self-concept in all children and young people.

We will engage the support of advisory agencies, visiting entertainers, members of the community and families to support the program and enhance children and young people's understanding of others.

We encourage any parents/guardians/approved persons to participate in the program by utilizing their ideas and suggestions that will enhance the interactions and activities of the children and young people at the service.

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1.2 Service Goals

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

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

Procedures

Bulimba State School Outside School Hours Care has a number of goals on which our service is based. These goals are based on the outcomes for children and young people as outlined in the 'My Time, Our Place' Framework for School Age Care. Our goals are to:

- Provide all children and young people with a safe, secure and inclusive environment where the children and young people demonstrate self-regulation, negotiating and sharing behaviours to encourage them to succeed when they are faced with challenges.
- Promote the value of play and recreational activities which meet the developmental needs and interests of all children and young people.
- Encourage children and young people to be responsible and show respect to others and their property
- Help children and young people enhance their life skills through appropriate programming and stimulating activities.
- Promote the use of reflective thinking to consider why things happen and what can be learned from these experiences.
- Teach the children and young people to show self-regulation and manage their emotions in ways that reflect the feelings and needs of others by showing care, understanding and respect for all children and young people.
- Utilise and encourage the use of special skills, expertise and diversity of our families, community and educators.
- Provide a secure and stimulating environment for educators.
- Encourage and provide professional development for educators to enhance their skills and knowledge of OSHC law, regulations, frameworks and the National Quality Standards.
- Comply with all legislative requirements by providing ongoing training and regular service self-assessment.

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Policy group 2 - Children and young people

2.1 Respect for Children and young people Policy

The children and young people, and their wellbeing, health and safety, are the main focus of Bulimba State School Outside School Hours Care. Children and young people are to be treated by educators and other staff members at all times as unique and valued individuals and with respect and dignity.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *'My Time, Our Place' Framework for School Age Care*
- *NQS Area: 1.1; 1.2; 2.1.1, 2.1.2; 2.3.4; 4.2.1; 4.3.2; 5; 7.1.1, 7.1.2; 7.2.1, 7.2.3, 7.3.5.*
- *Policies: 2.4 – Arrivals and Departures of Children and young people, 2.5 – Reporting of Child Abuse, 2.6 – Behaviour Management and Support, 2.8 – Anti-bullying, 2.9 – Inclusion and Anti-bias, 2.11 – Including Children and young people with Special/Additional Needs, 2.13 – Use of Photographic and Video Images of Children and young people, 2.15 – Children and young people's Property and Belonging, 3.3 – Educators Practice, 4.9 – Children and young people's Toileting.*

Procedures

The children and young people are to be considered and, as far as reasonably possible, actively involved in the ongoing development of:

- Program and activities (see Policy 3.1 – Educational Program Planning)
- Behaviour expectations of the Service (see Policy 2.6 – Behaviour Support and Management)
- The physical aesthetic environment of the Service (NQS Area 3 – Physical Environment)

Educators will: -

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

- Communicate with children and young people respectfully, taking the time to listen and value what they say.

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2.2 Statement of commitment to the safety and wellbeing of children and young people and the protection of children and young people from Harm Policy

The Service regards as of utmost importance its role in the protection of children and young people in its care. This includes the Service's moral and legal duties to care for children and young people associated with the Service whilst not in the care of their families or other primary carers. Such a policy includes a statement of commitment to the safety and wellbeing of children and young people whilst attending the OSHC service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Child Protection Regulations 2000*
- *Family and Child Commission Act 2014*
- *Commission for Children and young people and Young People Amendment Regulation (No 1) 2006*
- *Duty of Care*
- *NQS Area: 2.3; 4.2.1; 7.1.1, 7.1.2, 7.1.5; 7.3.2, 7.3.5.*
- *Policies: 2.5 – Reporting of Child Abuse, 2.6 – Behaviour Support and Management, 2.8 – Anti-bullying, 2.9 – Inclusion and Anti-bias, 2.11 – Including Children and young people with Special/Additional Needs, 2.13 – Use of Photographic and Video Images of Children and young people, 3.3 – Educators Practice, 4.9 – Children and young people's Toileting.*

Procedures

Management, nominated supervisors and educators shall be committed to providing an environment that is safe and promotes the wellbeing of all children and young people at all times through:

- Requiring that educators and management sign a code of conduct (see Policy Group 8 and 10).
- Ensuring Educator employment and training procedures are used so that the Service employs suitable people and conducts adequate orientation and induction procedures (see Policy Group 8).
- Ensuring Educators are directed that, when setting up for all activities, there is a safe physical environment as far as reasonably foreseeable in line with appropriate risk management procedures and utilise dynamic risk assessment procedures throughout play sessions.
- Children and young people are actively supervised to ensure that they are protected from harm caused by:
- physical injury; or

- Harassment and other non-physical harm to the child, whether caused by other children and young people, staff, parents of other children and young people or any other person.
- Educators seek to ensure that they are not alone at the Service with a child, except in an emergency.
- Educators will actively supervise all areas available to children and young people.
- Written parental permission will be obtained for children and young people to be photographed at the service. Photographs will be for service use only, unless prior permission is given by parents/guardians.
- Educators will instruct the children and young people to inform them when going to the toilet and will ensure that the Children and young people’s Toileting Policy (see Policy 4.9) is followed at all times.
- Educators, ancillary staff and volunteers are to comply with legal requirements to apply for, and hold, the appropriate child worker clearances under the Commission for Children and young people and Young People Act, 2002

The Approved Provider, being the executive officers of the P&C Association will comply with legal requirements to hold a current positive suitability notice under the Commission for Children and Young People Act, 2000.

The P&C Services Manager acts as, or has designated an appropriate person to act as, Quality Officer for the Service (see Policy 10.1 – Quality Compliance) and in this capacity:

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

Section	Revision date
Written	June 2007
Last Reviewed / amended	January 2024

2.3 Educator to Child Ratios Policy

Staff/child ratios will be in keeping with, or better than, those set out in the Education and Care Services National Regulations 2011. In setting staff ratios, consideration will be given to the activities undertaken, ages and abilities of the children and young people and any special needs that the children and young people may have.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

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

Procedures

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

- A maximum of 15 school age children and young people to 1 educator;
- Educators must be working directly with children and young people to be included in the ratios;
- At least one Educator, with the required first aid qualifications, will be in attendance at any place children and young people are being cared for, and immediately available in an emergency, at all times that children and young people are being cared for by the service.
- All educators, Coordinators and other staff members will be given access to paid First Aid and CPR training, twice per year, to ensure they can respond in the event of an emergency.
- Children and young people who may require additional support, assistance or attention are considered. This may include extra educators in accordance with inclusion support funding and support arrangements for that child.
- For excursions, educator ratios will be determined once a full risk assessment of the activity has been conducted. When setting these ratios, the following aspects of the excursion will be taken into account:
 - The proposed route and destination for the excursion;

- Any water hazards and/or risks associated with water-based activities; and
- The transport to and from the proposed destination for the excursion; and
- The number of adults and children and young people involved in the excursion; and
- Given the risks posed by the excursion, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialized skills are required (e.g., lifesaving skills); and
- The proposed activities and duration of the excursion.

Section	Revision date
Written	December 2007
Last Reviewed / amended	January 2024

Figure 1 - Staff: Child ratios and staffing qualifications (based on the number of children and young people attending the service)

All School age care services will require one person with a 2-year qualification to be present at all times that child care is being provided.

- This person does not have to be the coordinator but in most services, this will probably be the case.
- The person may be used to meet the ratios outlined below or work in addition to these.
- If the school age care service operates for more than 7 hours 15 minutes a day (e.g., during vacation periods) then a person with the 2-year qualification needs to be present for a minimum of 7 hours and 15 minutes.
- There can be more than one person to fulfil the role of the 2-year qualified person.
- Reference to qualified includes educators who hold or are actively working towards a relevant qualification.
- ACECQA holds the list of approved qualification for OSHC services in QLD and this can be accessed on the website www.acecqa.gov.au (working with children over preschool age)

Meanings:

Under the Education and Care Services National Regulations (2011) the meanings of working directly with children and actively working towards a qualification can be found chapter 1 – Preliminary within the definitions and key terms used.

For purposes of these regulations a person working directly with children at a given time if at that time the person –

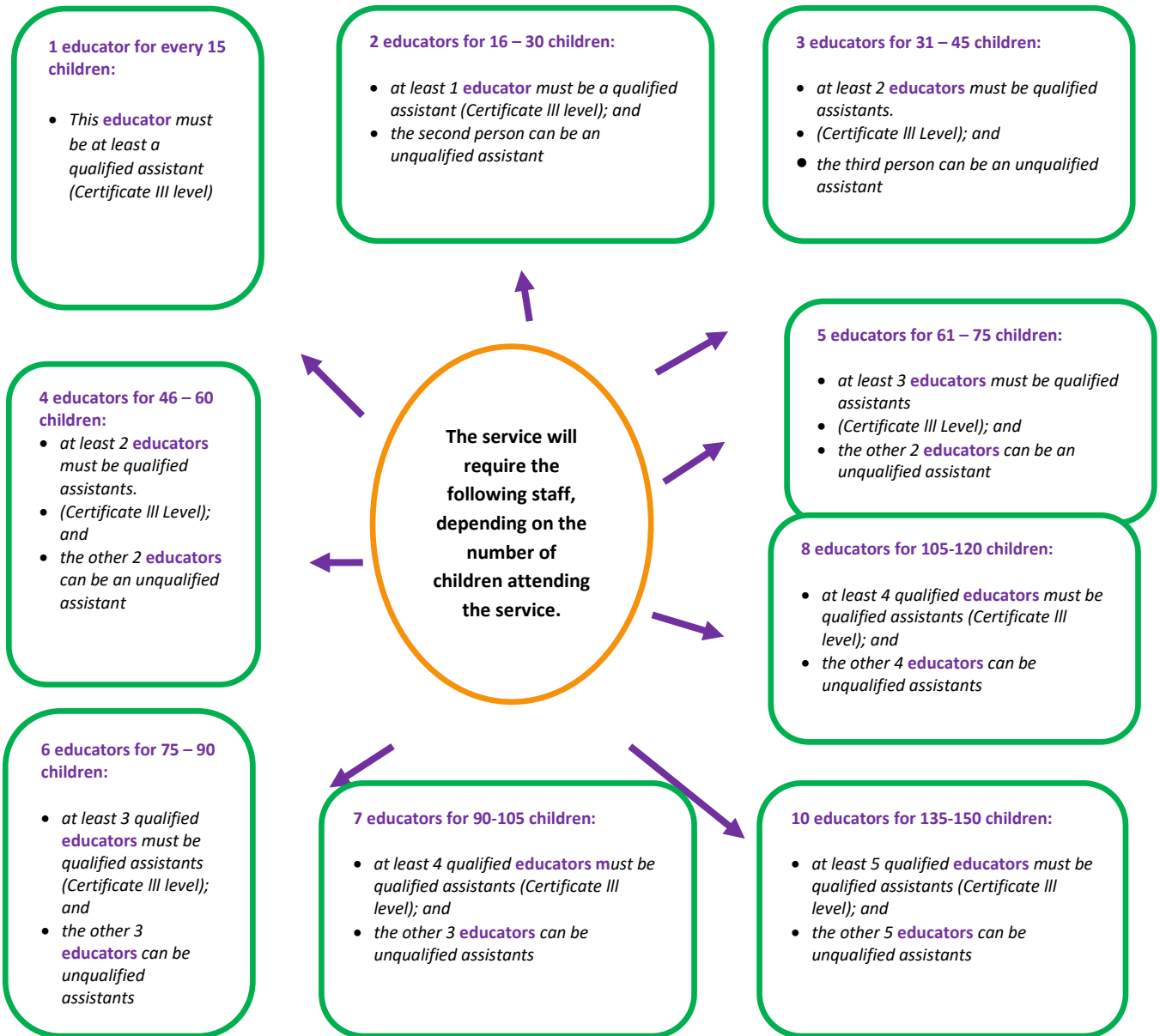
- **Is physically present with the children; and**
- **Is directly engaged in providing education and care to children.**

This is further clarified in relations to the ratios is part 4.4 Staffing Arrangements, Division 3, Section 122

An educator cannot be included in calculating the educator to child ratio of a centre-based service unless the educator is working directly with the children at the service.

For the purposes of the Regulations an educator is actively working towards a qualification if the educator –

- **Is enrolled in the course for the qualification; and**
- **Provides the approved provider with documentary evidence from the provider of the course that –**
 - **The educator has commenced the course; and**
 - **Is making satisfactory progress towards completion of the course; and**
 - **Is meeting the requirements for maintaining the enrolment; and**
 - **In the case of an approved diploma level education and care qualification, the educator –**
 - **Holds an approved certificate III level education and care qualification; or**
 - **Has completed the units of study in an approved certificate III level education and care qualification determined by ACECQA.**



2.4 Safe Arrivals and Departures of Children and young people Policy

We recognise the critical nature of transition times – especially the routines around arrivals and departures of children - as a key aspect of safety and protection. We are committed to implementing comprehensive practices that ensure every child's safety, security, and wellbeing is maintained by the service. The purpose of this policy is to set out the specific practice to ensure children's travel is safe, organised, and coordinated, especially when transitioning moving between classrooms (school) and OSHC.

This policy serves as a framework for staff, parents, and authorised nominees to foster collaboration and clear communication. It encompasses the procedures for—

- Communicating children's anticipated attendance,
- Accurately recording children's attendance (signing in and out),
- Verifying the identity of persons collecting children,
- Managing individual arrivals and departures (extra-curricular activities etc), and
- Managing incidents or emergencies relating to children's movements or whereabouts.

Our procedures and practices to ensure the safe arrival and departures of children are meticulously developed via a risk-assessment approach to establish clear guidelines, responsibilities, and protocols to manage transition periods effectively, minimising the risk of any child—

- being unaccounted for,
- left unsupervised, or
- collected by an unauthorised person.

The service is structured to meet the needs of families, allowing for children to arrive or be collected from OSHC anytime within the relevant sessions of care for which they are booked—

Hours of Operation

Before school care: 6.30am-9.00am

After school care: 2.30pm-6.00pm

Vacation Care: 6.30am-6.00pm

Pupil Free Days: 6.30am-6.00pm

Public Holidays: Closed

The Service is also closed for an agreed 2-week period over Christmas and New Year.

Due to the nature of the transition between settings (from a school environment), of particular importance, is children's movement between classrooms and an After School Care (ASC) session. The service has designed procedures to minimise barriers for communication, so parents can efficiently communicate absence. Understanding which children are expected to attend prior to an ASC session maximises the resources of the service to provide education and care.

Incident Management

Where unexpected events or incidents occur, the service will have plans and procedures in place to respond in a timely and collaborative manner, upholding the paramount principle of the safety of children.

Relevant Laws and other Provisions

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.167 Offence relating to protection of children from harm and hazards
- **Education and Care Services National Regulations:**
 - R.12 Meaning of serious incident
 - R.85 Incident, injury, trauma and illness policies and procedures
 - R.86 Notification to parents of incident, injury, trauma and illness
 - R.87 Incident, injury, trauma and illness record
 - R.99 Children leaving the education and care service premises
 - R.158 Children's attendance record to be kept by approved provider
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA2 – Children's health and safety
 - QA4 – Staffing arrangements
 - QA5 – Relationships with children
 - QA6 – Collaborative partnerships with families and communities.

Additional Regulatory Context and Guidance

- Child Protection Act 1999 (Qld)
- Queensland Criminal Code 1899
- Department of Education - [Child Care Provider Handbook](#)

Procedures

Notifying Absences

Before School Care and Vacation Care

Children who do not present for BSC and VC are presumed absent for the session, as they will be travelling to the service from a home setting rather than school (or other service) and the parent is responsible for the child's arrival.

After School Care - Confirming Absences

Parents are required to notify the service of any ASC absences prior to the start of the session. The steps to be taken are--

1. Where a child is not attending an ASC session for any reason (or will be late), the parent (or other authorised nominee) is to notify the service via the Xap Smiles app or email.
2. Confirmation of the notification will be returned via the same means.

To remove any doubt, a notification of a child's absence from school does not translate to OSHC being notified. Due to the administrative burden and to promote parents to notify the service of absences, parents may be charged a non-notification fee where confirmation is sought by the service.

Should a child not present as expected, the service will follow the procedures set out below to confirm a child's whereabouts. Parents (or other authorised nominee) will be contacted to confirm the absence. Where whereabouts cannot be established, police will be notified.

Children's Arrivals

Before School Care and Vacation Care

All children are to be signed in by parent or relevant person.

All children not signed in at the end of the session will be marked as absent.

Collection and Sign-in - After School Care

An assigned educator will collect the Prep children from their respective classrooms before 3:05pm each day.

Prep children will be collected from their classrooms and walked in their respective groups to the OSHC building where they will be taken to the designated sign in area by the educator escorting them. Grade 1 children will walk to OSHC with the assistance of an educator.

The Year 1 – 6 students are signed in through lining up in two different locations and being greeted by 2 educators on tablets to sign them in individually.

Children will put away their bags in the allocated area and transition to the afternoon tea or play.

Confirming Whereabouts

Approx. 3:15pm it is expected all children have arrived at OSHC.

A delegated person is then responsible for confirming the whereabouts of children that have not arrived. Children who would be expected to be attending (they are on the roll) will have their whereabouts confirmed by calling the school office in the first instance and then parents and/or emergency contacts.

Where a child's location cannot be confirmed, the following actions will be taken to locate the child and expected attendance by—

- the Outside School Hours Care Coordinator or Responsible Person in Charge, will contact the school to determine if the child/ren were at school or picked up early or information regarding other arrangements have been provided to the school. Children who were not absent from school will be called over the school PA system and instructed to present at the OSHC Office.
- OSHC staff will also search the school grounds to ensure the child/ren have not been waylaid provided that:
 - It will not or may not leave the other children and young people in the Service with insufficient supervision; or
 - It will not or may not expose that staff member to an unacceptable risk of personal harm.
- The parent/guardian will be contacted on the provided phone numbers, if not contactable;
- Emergency numbers, provided by parents/guardians will be called
- If the child has not been located after carrying out the previous steps the police will be called for assistance.
- The P&C Services Manager (Nominated Supervisor) must be notified as soon as possible.
- The relevant paperwork must be completed and forwarded to the P&C Services Manager to be signed and sent to the Regulatory Authority if required. (See Policy 4.17)
- A fee may be applied to the parents account for failing to notify the Service in writing of a child's absence in accordance with Policy 10.4.

Where a child cannot be located after reasonable effort to identify their whereabouts and where parents/emergency contact cannot be contacted, the Police will be notified.

Children's Departures

Requirements for children leaving the service (Regulation 99)

The child may only leave the relevant premises if the child:

- is given into the care of—
 - a parent of the child*.
 - an authorised nominee named in the child's enrolment record.
 - a person authorised by a parent or authorised nominee named in the child's enrolment record to collect the child from the premises.
- leaves the premises in accordance with the written authorisation of the child's parent or authorised nominee named in the child's enrolment record.
- is taken on an (approved) excursion, as outlined by policy
- is given into the care of a person or taken outside the premises—
 - because the child requires medical, hospital or ambulance care or treatment.
 - because of another emergency.

*Please note: a parent does not include a parent who is **prohibited by a court order** from having contact with the child.

Before School Care

Children who participate in sport or music programs within the school and where a parent has signed a permission for early release (recorded in the enrolment form/file), may be signed out early as the written parent permission indicates.

The responsible person will sign children out at 8:35am

All Prep students will be transitioned to their relevant classroom by an educator at 8:45am

After School Care and Vacation Care

The service will have a representative positioned in close proximity to the sign-in/out area to supervise children's collection and will radio other educators to help families collecting children.

All parents or persons authorised to collect a child must sign children out via the iPads located in front of the OSHC office. All visitors and authorised nominees are requested to report directly to the OSHC office when collecting children.

All persons signing a child out must be registered with signed authority to collect the child (except in an emergency):

- parent (unless parent is prohibited by a court order),
- authorised nominee (as recorded on enrolment form), or
- where the parent has provided written authorisation and the departure is in accordance with the parent authorisation.

Where the service is not familiar with the person collecting the child, the responsible person supervising collection will request the person to evidence their identity (i.e., driver's license). This information will be checked against enrolment records or other relevant authorisations.

A child will only be permitted to be collected where the authority permits. Where authorisation cannot be established, parents will be called immediately.

Written authority (e.g., an email) is required for authorisation to collect a child unless the circumstance is an emergency.

Departures due to Emergency (Regulation 99(4)(d))

A child may leave the premises where they have been given into care of a person because:

- the child requires medical, hospital or ambulance care or treatment, or
- another emergency
- Where the departure relates to an emergency a record of the departure will be recorded in an incident report (or other relevant evidence) attached to the child's enrolment form (by the Responsible Person) documenting the details of the emergency.

Late Collection

A late fee charged will be added to the account in circumstances where a child is collected late.

Parents are to advise the service, preferably via phone, where unforeseen events have occurred and anticipate they will be unable to collect a child until after closing time.

Where a child has not been collected by 6:00pm, the Responsible Person will contact parents. If parents are not contactable, the Responsible Person will follow any authorisation for contacting other authorised nominee or emergency contacts.

- In the event a child has not being collected within 30 minutes after closing time **and** there is no response from a parent, authorised nominee or emergency contact, advice will be sought from the police and an incident report completed (see Incidents, Illness, Injury and Trauma Report.)

Incidents Surrounding Children's Whereabouts or Departures

Child Leaving without Permission

1. If a child leaves the service without permission or authority, the educator will notify the Nominated Supervisor or Responsible Person immediately to assess the situation and consider the appropriate response.
2. Educators will not leave the service to follow a child if:
 - a. It will or may leave the other children in the service with insufficient supervision.
 - b. It may increase the risks and hazards by escalating the circumstance.
 - c. It will or may expose the staff member to an unacceptable risk of personal harm.
3. Where both possible and practical, educators will continue to supervise the child and encourage their return.
4. Should a child be unresponsive to prompts or the situation is dangerous, either the police or parents will be called (or both).
5. Should there be concerns, the child may continue to leave without permission, a parent will be called to collect the child.
6. In circumstances where the child has been collected, the enrolment will be suspended until appropriate planning has occurred and the service is satisfied with their capacity to safely care for the child.
7. The incident will be documented and notified as per, Incidents, Illness, Injury and Trauma Report.

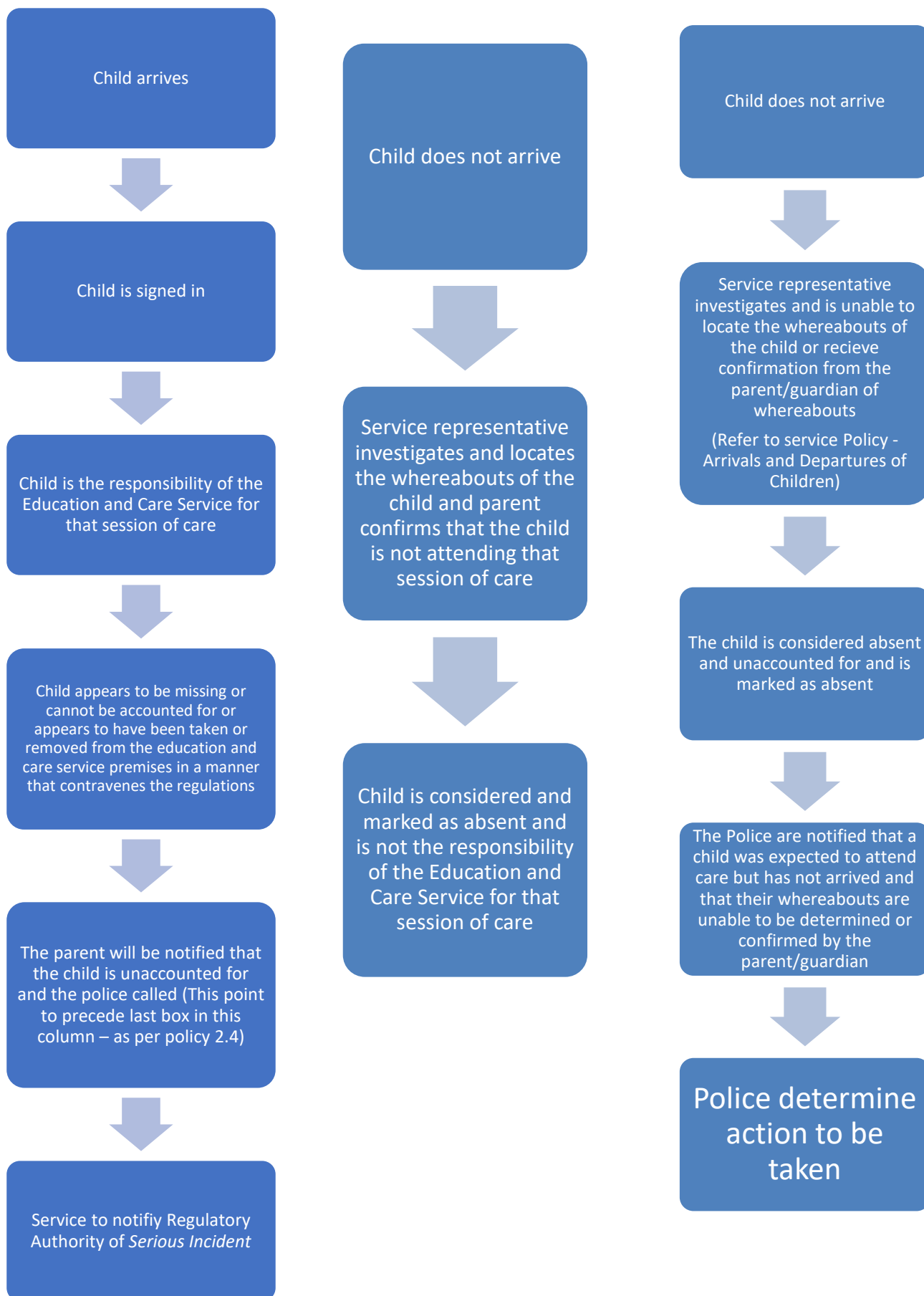
Child Leaving without Permission

1. If a child leaves the service in a manner that is inconsistent with the authority provided (including being collected by an unauthorised person), any staff becoming aware will immediately report the circumstance to the Nominated Supervisor or Responsible Person.
2. The Nominated Supervisor or Responsible Person will assess the situation and will call—
 - a. The police (000) - should there be a concern of immediate danger, and/or
 - b. A parent.
3. Where both possible and practical, relevant details such as descriptions of the person collecting the child and/or their vehicle will be noted.
4. The incident will be documented and notified as per, Incidents, Illness, Injury and Trauma Report.

Children Unaccounted for During the Program

1. In the event that a child is unaccounted for, the Nominated Supervisor or Responsible Person will be notified immediately by the educator as soon as the disappearance is discovered/identified.
2. Educators will communicate via walkie-talkies to confirm location or sighting.
3. Should the child continue to be unaccounted for, children will be assembled for a roll call which may include implementing a lockdown procedure.
4. The Nominated Supervisor will delegate a suitable educator to undertake a rapid and comprehensive search of the service's premises to locate the child.
5. In the event that the child is still not located, and there is an immediate concern for the child's safety, the police (000) will be called. Alternatively, the child's parent will be contacted.
6. The incident will be documented and notified as per, Incidents, Illness, Injury and Trauma Report.

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2.5 Reporting of Child Abuse Policy

The service abides by the guiding principles of the Child Protection Act 1999 that the safety, wellbeing and best interests of a child are paramount, and that a child has a right to be protected from harm or risk of harm.

The Child Protection Act 1999 requires certain professionals, referred to as 'Mandatory Reporters', to make a report to Child Safety, if they form a reasonable suspicion that a child has suffered, is suffering or is at an unacceptable risk of suffering significant harm caused by physical or sexual abuse, and may not have a parent able and willing to protect them.

The Education and Care Services National Regulations 2011 requires an Approved Provider to notify the Regulatory Authority of information in respect of prescribed matters including any circumstance arising at the service that poses a risk to the health, safety or wellbeing of a child or children and young people attending the service (regulation 175(2)(c)).

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Child Protection (Mandatory Reporting— Mason's Law) Amendment Act 2016*
- *Family and Child Commission Act 2014*
- *Child Protection Act 1999 and Regulations 2000*
- *Duty of Care*
- *NQS Area: 2.3.2, 2.3.4; 4.2.1; 5.1.3; 5.2.3; 7.1.1, 7.1.2; 7.2.3, 7.3.*
- *Policies: 2.2 - Statement of Commitment to the Safety and Wellbeing of Children and young people and the Protection of Children and young people from Harm, 2.10 - Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm, 8.4 – Educator Professional Development and Learning*

Procedures

Approved Providers, Nominated Supervisors and Educators are Mandatory Reporters.

The Mandatory Reporters at our school age care service will report reasonable suspicions or disclosures of harm to the Department of Child Safety.

Mandatory Reporters should also report to Child Safety a reasonable suspicion that a child is in need of protection caused by any other form of abuse or neglect.

Individuals who are volunteers or under 18 years of age are not Mandatory Reporters.

Educators who are Mandatory Reporters may give information about their reportable suspicion to the Coordinator of our service to enable the Coordinator to take appropriate action. The Coordinator must seek the support or advice of the P&C Services Manager.

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

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

The Approved Provider will ensure that all educators have appropriate and up to date information and training regarding the services child protection policies, current Child Protection Laws and Regulations including the current mandatory reporting obligations. Annual training is undertaken by all educators and other staff of the service in current Child Protection information.

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

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

The P&C Services Manager with the support of the Coordinators, as the representatives of the Approved Provider, will complete the relevant Notification Forms (SI01 or NL01) and forward them within the required timeframes to the Department of Education and Training - Early Childhood Education and Care Division.

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2.6 Positive Behaviour Support and Management Policy

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

- applying appropriate measures (in keeping with community standards)
- focusing on supporting the children and young people to develop skills to self-regulate
- preserving and promoting children and young people's self esteem
- having regard to the other principles set out in the Philosophy Statement of the Service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

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

Procedures

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

Educators involve the children and young people as far as reasonably possible in developing behaviour expectations for the Service.

These behaviour expectations will be clear, child focused, based on acceptable wider community expectations, easy to understand and will be on display throughout the Service. This information is also in the Educator Handbook and in the Family Handbook issued to all parents/guardians on enrolment.

Educators are required to discuss the behaviour expectations with the children and young people on a regular basis, reinforcing why they are necessary.

Educators are required to:

- model appropriate behaviour, including using positive language, gestures, facial expressions and tone of voice;
- monitor children and young people's play, pre-empting potential conflicts or challenging situations and support children and young people to consider alternative behaviours;
- constantly and consistently use positive guidance strategies when reinforcing the service behaviour expectations;
- support children and young people to make choices, accept challenges, manage change, cope with frustration and to experience the consequences of their actions;
- Acknowledge children and young people through encouragement or reward when they make a positive choice in managing their own behaviour.

Educators are not permitted at any time to use physical force/restraint or physical, verbal or emotional punishment and practices that demean, humiliate, frighten or threaten a child.

Educators prompt and support children and young people who are experiencing anger, frustration or fear, to engage in another activity or move to a downtime /safe place.

Educators are required to follow the service behaviour support strategies and techniques, including completion of an incident report to be signed by the parent/guardian either at the end of the day or during the next attending session if time does not permit to prepare the report.

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

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

Damage to equipment and facilities

As part of everyday experiences involving children and young people, we recognise that fair wear and tear will occur to equipment and facilities. However, deliberate and wilful damage to property or equipment may be required to be repaired or replaced at the expense of the child's parent/guardian. The Co-ordinator and/or P&C Services Manager in consultation with the school and P&C as required, will distinguish between accidental and "deliberate and wilful" damage.

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2.7 Exclusion for Behavioural Reasons Policy

The service is committed to ensuring children and young people receive a high standard of positive behaviour support as they learn and develop. As a service we acknowledge the duty to understand and effectively respond to children and young people's behaviour is vital for the safety and wellbeing of children and young people and educators. We recognise, at times, children and young people display behaviour that are unsuitable for the setting. The behaviours of serious concern are those that risk –

- the safety of the child or others; and/or
- the wellbeing of the child or others.

On these occasions, the service is committed to plan, support and reflect on opportunities for individual consideration for the best outcomes for children and young people and families.

In responding to behaviours that the service recognises as intense or complex, parents will be invited to collaborate with the Nominated Supervisor (or delegate) to identify strategies to ensure the safety and wellbeing of everyone attending the service. Planning for behaviour support will focus on actions to guide children and young people to learn new behaviours (e.g., appropriate communication, social skills and emotional regulation) and reduce the risk of further incidents.

While every reasonable effort will be made to address individual children and young people's needs, where opportunities to support the child have been exhausted or where the risks to safety are too extreme, the service may exclude the child from attending. When considering suspension, the Nominated Supervisor (or Approved Provider) will give consideration to the context surrounding the service's capacity to meet the child's needs. A decision to suspend the child can consist of either a temporary, or in some cases, permanent suspension.

In supporting the behaviour of children and young people, the service recognises its duties as outlined in the *Education and Care Services National Law section 166 and Regulations 155-156*

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Working with Children and young people (Risk Management and Screening) Act 2000*
- *United Nations Convention on the Rights of the Child*

- *National Quality Standard, Quality Areas: 1 – Educational program and practice; 2 – Children and young people’s health and safety; 4 - Staffing arrangements; 5 - Relationships with children and young people; and 6 - Collaborative partnerships with families and communities*
- *Policies: 2.1 Respect for Children and young people, 2.2 Statement of Commitment to the Safety and Wellbeing of Children and young people and the Protection of Children and young people from Harm, 2.6 Behaviour Support and Management, 2.11 Including Children and young people with Special/Additional Needs, 2.16 Promoting Protective Behaviours, 2.23 Interactions with Children and young people and Relationships with Children and young people*

Procedures

Identifying Intensive or Complex Behaviour

The service might find the need to support the behaviour of a child due to a range of factors, including

–

- following a significant incident;
- a pattern of ongoing behaviour; or
- where relevant information (i.e., enrolment information) has identified a child’s education and would be best supported by the service approaching behaviour support in a planned and intentional manner.

When recognising the need for individualised support, a proportionate response will be determined by the Nominated Supervisor (or in their absence an appropriate delegate).

Initial Intensive Behaviour Support

Depending on the level of support required and the significance of behaviour, the Nominated Supervisor may choose to coordinate some initial intentional support strategies to effectively support a child before needs require escalation to a fully developed positive behaviour support plan. Monitoring the support provided to children and young people will determine the progress to collaboration with parents/caregivers (formal Positive Behaviour Support Planning).

Initial support planning may be a range of options chosen by the Nominated Supervisor and could include:

- an informal discussion to prompt educators to be intentional in how they respond to a child’s needs.
- development of specific strategies to engage the child and positively impact behaviour.

- an internal meeting with key staff members to draft an initial plan to support a child's behaviour.
- Assess the environment and resources to engage the children and young people in preferred activities.
- Informal discussion with parents/caregivers about likes/dislikes for ideas for programmed activities.

The Nominated Supervisor will communicate the intentions and actions with parents and caregivers, ensuring transparent and collaborative communication in supporting children and young people to meet the service's expectation. Any plans developed to support a child will be an extension of the services positive behaviour support practices (policy 2.6).

Positive Behaviour Support Planning

In circumstances where the service requires the collaboration and support of parents (or other appropriate persons) the Nominated Supervisor (or an appropriate delegate) will invite the parent/s (or caregivers/authorised nominee) of the child to meet with the purpose of discussing strategies for supporting the child's behaviour while at OSHC. The aim of this meeting will be the development of a suitable behaviour support plan.

Positive behaviour support plans have three main components: understanding the child/behaviour, a plan to support the child, steps to assist with implementation.

Suspension pending a behaviour support plan

Where the development of a behaviour support plan has been prompted as a result of a critical incident, the Nominated Supervisor may suspend a child's attendance until a positive behaviour support plan been established. In determining a temporary suspension, the Nominated Supervisor will consider the likelihood of another incident and the level of risk to the child and others.

Understanding the child/behaviour

1. The Nominated Supervisor will invite the parent/s or caregiver/s of the child to meet to discuss the child's behaviour and strategies to support the child. The parent should be informed of the reasons why a behaviour support plan is required.
2. The intention of the support plan is to focus on developing the child's skills and learning. Identifying the child's strengths and interests will frame how the service can best support the child's development.

3. Any relevant information about diagnoses, history, health or environmental impacts should also be identified and considered.
4. The important aspect to formulating a sound plan to respond to behaviour is understanding the drive and function of any behaviours of concern. The Nominated Supervisor, educators and parents/caregivers should identify any indications to what might lead to this behaviour and proactive strategies to reduce any escalations. Examples include but are not limited to –
 - a. How the program and routines are organised.
 - b. The child's engagement and interactions with others.
 - c. The learning environment and sensory needs.

Support strategies

1. The service's planned actions are developed to promote and encourage children and young people to display acceptable behaviours. The service will focus on creating proactive strategies (skill development) and behaviour support responses (de-escalation techniques):
 - a. **Proactive strategies** should be an extension of the assessment of the child's behaviour. They should be developed to encourage the child to develop skills to promote more acceptable behaviours. Types of skills the service can aim to address include social skills, coping skills, and self-regulations of behaviour.
 - b. **Response strategies** are those actions educators will use to de-escalate a child's behaviour during an emerging crisis/incident. There will be an emphasis on early de-escalation to avoid an incident occurring. Reactive strategies are those actions educators will use that prompt effective responses to diffuse behaviours, prevent injury or damage and keep everyone safe.
2. Plans developed to support children and young people's behaviour should provide an actionable and accountable collection of tasks for the service to undertake. All strategies must be consistent with positive behaviour support requirements and best-practice.

Implementation

3. Any additional resources or training to support the effective implementation of the behaviour support plan is to be identified and actioned by the Nominated Supervisor, subject to the approval of the Approved Provider.
4. Parent/s or caregivers are encouraged to collaborate throughout the planning and implementation of positive behaviour support plans. This will be continual monitoring of the

effectiveness and any identified concerns will prompt a re-evaluation of the content and additional supports.

Exclusion/Suspension based on behaviour

1. Where the Nominated Supervisor reasonably believes:
 - the risk to safety or the impact on the wellbeing of a child(ren) exceeds the capacity (or potential capacity) of the service; and
 - where the opportunity to support a child's behaviour has been exhausted,
2. Either temporary or permanent exclusion can be considered in consultation with the Approved Provider.
3. The Nominated Supervisor will review relevant reports and plans with the Approved Provider and explore an action plan up to and including the possibility of suspending a child's attendance.
4. Any decision to exclude a child will be communicated to the parent/s in writing and will outline the conditions for re-enrolment, where relevant.

Exclusion from school

Unless explicitly stated by the school, any child suspended or excluded from the school will not automatically be suspended or excluded from the service. However, the service will not operate in a manner incompatible with school instruction/direction.

Section	Revision date
Written	December2007
Last Reviewed / amended	January 2024

2.8 Anti-Bullying Policy

As part of the service's behaviour management policy, specific details in regard to the service's approach to issues of bullying are described in the anti-bullying policy. The Service has a Duty of Care to all children and young people who attend as well as Educators and staff who work within the Service.

OSHC is committed to providing a safe and caring environment, which fosters respect for others. This service will not tolerate bullying. We are committed to providing a supportive program for all stakeholders including targets, bullies and witnesses.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Child Protection Act 1999 and Child Protection Regulations 2000*
- *Family and Child Commission Act 2014*
- *NQS Area: 1.1.5, 1.1.6; 2.1.1; 2.3.1, 2.3.2, 2.3.4; 4.2.1; 5.1.3, 5.2; 6.1.1, 6.1.3; 6.2.1, 6.2.2; 6.3.2, 7.1.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.1 - Respect for Children and young people, 2.6 - Behaviour Support and Management, 3.10 – Observational Recording, 9.3 – Communication with Families, 9.5 – Complaints Handling.*

Procedures

Bullying is defined by Education Queensland as:

the ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

<https://behaviour.education.qld.gov.au/supportingStudentBehaviour/BullyingCyberbullying/Documents/bullying-school-aged-students-fact-sheet.pdf>

Educators will:

- Model caring and tolerant behaviour towards children and young people, parents and other staff members.
- Manage all observed or reported incidences of bullying as set out in this policy under "Responding to a Bullying Incident".

- Carefully monitor children and young people's behaviour while participating in any of the service's programs or activities.
- Encourage children and young people to report any incidents of bullying that they are either involved in or witness.
- Protect the target from further harm.
- Assist the bully to change his/her behaviour.
- Keep a record of bullying behaviour.

Children and young people will be encouraged to:

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

Parents/guardians will be encouraged to:

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

Responding to a Bullying Incident

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

Whilst incident is occurring

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

- Educator will intervene and discuss with the children and young people involved and witnesses. Mediation may be conducted between children and young people with the aim to find an appropriate solution to the problem. Children and young people are encouraged to use

conflict resolution strategies. A back-up plan is considered in the event that the first solution proves unsuccessful.

- Agreed solution implemented. Back-up plan implemented if necessary.
- Incident recorded on appropriate forms.

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

- Interview with Coordinator, family notified. Appropriate report on incident and management details completed. Appropriate consequences for incident discussed and implemented.
- Monitoring of implementation of consequences.

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

Section	Revision date
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2.9 Inclusion Anti-Bias Policy

The Service supports the principles of equity through implementing inclusive and anti-bias practices. At our service, the common aim in equal opportunities is

- to achieve equal relations between nationalities, races, religions, genders and special needs;
- To promote respectful relationships and belonging for all people regardless of their nationality, race, gender, sexual orientation and special needs;
- to cultivate each child's ability to stand up for him/herself and for others
- to promote equity and justice;
- to develop programs which support the goals of an anti-bias program
- for each child to be able to recognise and challenge bias
- to regularly assess the physical environment for inclusiveness; and
- to undertake to plan changes in the environment where appropriate.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *QLD Anti-Discrimination Act 1991*
- *'My Time, Our Place' Framework for School Age Care*
- *NQS Area: 1.1.1, 1.1.2, 1.1.5, 1.1.6; 2.2.2; 3.1.3; 3.2.1; 4.2; 5.1; 5.2; 6.1.1; 6.2.2; 6.3.3; 7.1.2, 7.1.3, 7.1.5; 7.2.1,7.2.3; 7.3.4, 7.3.5.*
- *Policies: 2.1 - Respect for Children and young people, 2.6 – Behaviour Support and Management, 2.11 – Including Children and young people with Special/Additional Needs, 3.3 – Educators Practice, 8.3 – Recruitment and Employment of Educators, 8.10 – Employee Orientation and Induction, 9.2 – Enrolment, 9.3 – Communication with Families, 9.5 – Complaints Handling.*

Procedures

Families will:

- Inform the Coordinator of the family and child's cultural and/or language requirements at the time of enrolment;
- Inform the Coordinator of the family and child's additional needs at the time of enrolment or whenever identified;
- Be encouraged to contribute to the program and operation of the service by sharing information about their individual needs;

- Be informed via newsletter, noticeboard or other appropriate forms of communication about the service's policies and practices.

Educators will:

- Ensure that their language and daily practices are inclusive and non-discriminatory;
- Have the opportunity to develop their understanding of inclusion principles and anti-bias through professional development and active participation of in-service training;
- Self –evaluate and monitor their biases concerning gender, stereotypes or other differences between children and young people;
- Ensure their behaviours comply with the service's policies and code of conduct;
- Utilise the parent's expertise in relation to their child's needs and communicate effectively with parents;
- Observe the local community of the service;
- Show respect for the various ways that families care for their children and young people and be aware of different child-rearing practices and beliefs;
- Incorporate into the program advice identified through consultation with other professionals, the child's family and those with particular expertise in relevant areas;
- Ensure that their interactions with children and young people:
- Promote gender equality;
- Promote equality regardless of race, culture or differences;
- Encourage children and young people to develop to their full potential regardless of different abilities or needs;
- Acknowledge and value children and young people's unique and individual differences.
- Implement a range of practices to actively counteract bias or prejudice such as: -
- Provide children and young people with a variety of experiences from a range of social, cultural, linguistic and ability backgrounds;
- Use anti-bias language when communicating with children and young people and families;
- Talking to children and young people about differences in positive ways;
- Celebrating occasions that are relevant to a variety of cultures;
- Sharing information with children and young people about different cultures and ability backgrounds;
- Providing inclusive models when discussing family structures with all children and young people;
- Providing inclusive resources, experiences and materials;

- Providing information for children and young people and families in other languages when appropriate;
- Displaying posters and materials that are representative of a variety of social, cultural, linguistic and ability backgrounds; and
- Ensuring the physical environment reflects an inclusive and anti-bias approach.

Management will:

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

Section	Revision date
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Last Reviewed / amended	January 2024

2.10 Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm Policy

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

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

Harm may be categorised in the following types:

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Child Protection Act 1999 and Regulations 2000*
- *NQS Area: 2.3.4; 4.2.1; 5.2.3; 6.2.2; 6.3.1; 7.1.1, 7.1.2, 7.1.5; 7.3.*
- *Policies; 2.1 - Respect for Children and young people, 2.5 – Reporting of Child Abuse, 2.8 – Anti-bullying, 3.10 – Observational Recording, 8.10 – Employee Orientation and Induction, 9.3 – Communication with Families, 9.5 – Complaints Handling.*

Procedures

Management will ensure that educators receive appropriate child protection training, in particular ensuring that all educators are aware of the existence and application of the current child protection law and any obligations they may have under that law.

Management will ensure that educators receive information and support on how to handle situations where information is disclosed to them by a child or by a member of the child's family or other person.

Informed of Child Protection Law and Mandatory Reporting (Regulation 84)

1. The Nominated Supervisor is responsible for the management of induction tasks. The induction materials of the service provide instruction for each educator to understand the existence of the Child Protection and their responsibilities to notify any reasonable suspicion of harm.
2. The service complements initial guiding material with more robust training opportunities to better equip educators with relevant skills and knowledge to identify and respond to indicators of abuse and harm.
3. The Nominated Supervisor is to lead a supportive culture that ensures educators can seek out support and guidance from the service's leaders where questions, concerns or suspicions arise.
4. At all times educators will have access to the service's policies and procedures manual to refer their responsibilities or required actions.

Responding to Disclosures

Where a child discusses information relating to their experience of trauma and harm with an educator (a disclosure), educators are guided to respond using the following principles:

1. **Listen** – try to be in a suitable environment, be calm and patient, let the child use their own words and avoid quizzing. Don't be afraid of saying the 'wrong thing'. Listening supportively is more important than the words you use.
2. **Reassure** – address the concern about the child's safety and reassure the child it's okay that they have told you what's been happening. Reassure the child it is not their fault for any distress.
3. **Respect** – the child may only reveal some details. Acknowledge bravery and strength. Explain in order to keep them safe you'll have to tell someone and avoid making promises you can't keep.

Developing a Reasonable Suspicion

1. An educator or any relevant staff member may develop concerns about a child's wellbeing and safety from a variety of sources – observations, discussions, the child's presentation, behaviour, or interactions with the parents etc.
2. A reasonable suspicion might not develop from one single event but rather a series of indicators combining to result in a concern developing about a child's safety and wellbeing.
3. The key features for a suspicion to signal a child is need of protection is —
 - a. a child has suffered, is suffering, or is at unacceptable risk of suffering, significant harm, and

- b. may not have a parent able and willing to protect the child from the harm.
- 4. While the Child Protection Act emphasises physical and sexual abuse for mandatory reporting requirement, educators can also report a child is in need of protection caused by any form of abuse or neglect.
- 5. Regardless of a concern reaching the threshold of serious harm, educators (or any other staff) are to promptly advise the Nominated Supervisor (or Responsible Person) of any substantial concerns or circumstances relating to a child's safety or wellbeing.

Consultation and Decision-Making

- 1. Indications of significant harm are not always clear. All staff should be prepared to discuss their suspicions openly (with the appropriate people) to ensure a child is supported and reporting obligations are met.
- 2. Educators are free from liability and do not breach privacy when sharing confidential information, if they are acting honestly and if their actions in sharing information are consistent with protecting children from harm.
- 3. The Nominated Supervisor, in either being told of or themselves developing concerns relating to a child's safety or wellbeing are to advise the Approved Provider (e.g., the preferred contact being the P&C President, other members of the executive will be called when the P&C President is unavailable).
- 4. The Nominated Supervisor and Approved Provider will consult on a plan of action, which could include:
 - a. discussing concerns with parent/s
 - b. seeking further advice and support from:
 - i. Child Safety.
 - ii. Child Protection Guide [online tool]
<https://secure.communities.qld.gov.au/cpguide/engine.aspx>.
 - iii. the school Principal/relevant other professional
 - c. directly report notification to Child Safety.

Documenting and Recording Information

- 1. The Nominated Supervisor is to ensure that the reports and documentation of a disclosure/suspicion are written and recorded by the staff/educator involved as soon as reasonably practical. The report should include:
 - a. any relevant background information
 - b. a factual description of the events/observation/incident
 - c. statements of the child (or others)
 - d. educator/service response to events
 - e. any parent involvement or discussion
 - f. any other matters considered relevant
- 2. These reports or other documentation will be stored by the Nominated Supervisor in a password-protected file on the service's computer (consistent with [Example 7.2 Privacy and Confidentiality of Records](#)).

Non-Reportable Concerns

3. Where advice has been received that the suspicion does not meet a threshold for reporting to Child Safety, the relevant person should follow and document any recommendations (e.g., talking to parents about access to support services)
4. However, the following matters should also be considered and if necessary actioned:
 - a. Does the circumstance meet the definition of a serious incident - notifiable to the Regulatory Authority? -
 - b. How are parents best notified and supported?
 - c. What action should be taken to support the child or safety care for children?

Reporting Reasonable Suspicions

1. Where a report to Child Safety is necessary, the following communication methods can be used—
 - If the child is in immediate Danger – **QLD Police Service** – 000
 - During business hours – **Child Safety Regional Intake Service** – [phone number]
 - After Hours – **Child Safety After Hours** – 1800 177 135
 - Online Reporting Form via Child Protection Guide - <https://secure.communities.qld.gov.au/cpguide/engine.aspx>
2. While Mandatory Reporters are required to make a written report. If the initial notification is made via phone, the corresponding report can be guided by Child Safety’s instructions.

Documentation and Records

1. Any record relating to suspicions of significant harm are to be kept separate from general incident reports, due to the highly sensitive nature. All records containing child protection concerns will be filed within the password protected location in SharePoint.
2. All persons involved in a case of suspected child abuse will be treated with sensitivity and respect, and all information to the case will remain confidential, unless sharing information is required.

Section	Revision date
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2.11 Including Children and young people with Special/Additional Needs Policy

The Service recognises that additional support may be required when including children and young people with special needs into the program. These procedures will support the successful inclusion of children and young people with special/additional needs through implementing practices which are conducive to a supportive environment for children and young people, families and staff.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Disability Discrimination Act 1999*
- *Inclusion and Professional Support Program Guidelines (2009-2012)*
- *NQS Area: 1.1, 1.2; 2.1.1, 2.1.2; 2.2; 2.3.1, 2.3.2; 3.1.3, 3.2; 4.1; 4.2.1; 5.1; 5.2; 6.1; 6.2; 6.3; 7.1.1, 7.1.2; 7.2.1, 7.2.3; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.1 - Respect for Children and young people, 2.3 - Educator Ratios, 2.9 – Inclusion and Anti-bias, 4.9 - Children and young people's Toileting, 9.1 - Access, 9.2 – Enrolment, 9.3 – Communicating with Families.*

Procedures

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

The family shall be required to provide relevant information upon enrolment about their child/ren which pertains to the child's special/additional need. This shall be in the format of appropriate questions on the enrolment form and interview procedure.

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

Parent permission shall be requested should the service wish to make contact with the Inclusion Support Agency. This shall be in the format as required by the ISA. The service shall contact the Inclusion Support Agency to obtain advice and information about the inclusion process as required.

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

The service shall appropriately assess their capacity to include the child within the service through conducting a risk management process if necessary. The Inclusion Support Team and Coordinators will ensure that the child's individual support plan is being implemented by all educators within the service. They will write progress notes on this file and ensure that educators are mentored through strategies to best support individual children and young people.

The service shall maintain the right to make a decision regarding the suitable placement of children and young people with special needs in the service based on the information, support and advice available.

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

Section	Revision date
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2.12 Managing Duty of Care – Non attending Children and young people

The Service recognises that on the rare occasion, children and young people not enrolled into the OSHC service or attending the OSHC service may seek assistance from the OSHC staff or management. For whatever reason the children and young people seek assistance from the OSHC to ensure their safety and wellbeing, the OSHC employees shall at all times be required to observe both their duty of care and statutory obligations to the best of their knowledge and capacity.

This policy is recommended as guidance in making appropriate decisions which are in the best interests of preserving the safety and well-being of all children and young people.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 2.3.2, 2.3.3; 6.1.3; 6.3.2; 7.3.2, 7.3.5.*
- *Policies: 2.3 - Educator Ratios, 2.4 – Arrivals and Departures of Children and young people, 9.2 – Enrolment, 9.3 – Communication with Families.*

Procedures

The service shall endeavour to establish a mutually beneficial relationship and coexistent policy with the school (if appropriate) to ensure that the duty of care is upheld by all parties involved. To this extent the service will:

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

If the office is unattended the senior member of staff shall observe the following procedure when recording children and young people as attending who are currently enrolled at the service:

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

If the office is unattended the Coordinator shall observe the following procedure when observing their duty of care for children and young people who **are not** currently enrolled in the OSHC service:

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

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2.13 Use of Photographic and Video Images of Children and young people

The Service acknowledges the privacy of families and encourages the appropriate use of photographic and video images of children and young people attending the service to support and promote their involvement in relevant programs and activities.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Family and Child Commission Act 2014*
- *Privacy Act 1988 and Regulations 2013*
- *Child Protection Act 1999 and Regulation 2000*
- *NQS Area: 1.1.4; 4.2.1; 5.2.3; 6.1.1, 6.1.2; 6.2.1; 7.1.2; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 2.1 - Respect for Children and young people, 3.2 - Program and Documentation Evaluation, 3.10 - Observational Recording, 9.2 - Enrolment, 10.8 - Information Handling (Privacy and Confidentiality), 10.12 - Information Technology.*

Procedures

Parents shall be required to authorise permission for such images of their children and young people to be taken and used by the service on relevant enrolment forms and documentation. Furthermore, Parents shall also be informed of the procedure for processing photographic images.

Such permission shall explicitly include local community and in-service activities and events.

Parents shall be requested for special permission to be granted for photographs taken which are intended to be used for promotional purposes and may be viewed by persons outside of the local community in which the service resides.

Employees of Bulimba State School Outside School Hours Care shall only be permitted to photograph children and young people using equipment owned solely by the OSHC service or school (if shared equipment).

Processing of photographs shall be conducted at Professional photographic laboratories or within the service using the printing equipment available.

To protect the privacy of families, children and young people with their own electronic devices (e.g., iPod) will be encouraged not to photograph other children and young people or educators with their own electronic devices.

Section	Revision date
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2.14 Bookings and Cancellation Policy

The Service management seeks to implement processes to ensure that the OSHC service operates efficiently and effectively and that future planning considerations for the service are met through maintaining appropriate records and procedures for children and young people's bookings and cancellations. This will ensure future needs of the service can be assessed through the maintenance of appropriate waiting lists and or availability of places.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Child Care Service Handbook 2010- 2011*
- *NQS Area: 4.1; 6.1.1, 6.1.3; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.3 - Educator Ratios, 2.4 - Arrivals and Departures of Children and young people, 3.5 - Excursions, 9.2 - Enrolment, 9.3 - Communication with Families, 10.4 - Fees.*

Procedures

When bookings are made by authorised parties for children and young people to attend the service, it shall be required that:

- The priority of access guidelines are followed with priority given to school age children and young people;
- A complete enrolment form is received for that child prior to their attendance at the service;
- Parents are made aware of the service policies and procedures and have been provided with appropriate information in respect of booking processes.

All bookings will be accepted through the XAP online booking program. Families will create bookings via the web portal or app, and these will then be accepted by service management. Confirmation of bookings will be received electronically for all bookings made via XAP.

Permanent bookings shall be entitled to a reduced fee as per the fees policy. A permanent booking shall be defined by a regular pattern of attendance throughout each term on one or more occasion per week.

If additional places are available on certain days a casual booking can be placed for children and young people who require care on a non-regular basis. A higher fee will be charged for casual bookings. This will be called the Casual Booking rate. For Example, if a family has a permanent

booking & request an extra care session as a one-off booked session, this attracts the casual care rate. Similarly, a booking can be made on a casual basis for a child that does not regularly attend.

For parents who require “blocks of care” due to changing work shifts or care requirements, these blocks of care will be regarded as a permanent booking if they consist of a minimum two (2) week block with care sessions being the same day and sessions throughout the booking. If “blocks of care” are for less than 2 weeks these bookings will be regarded as all *casual* bookings due to the administrative time involved in setting up and maintaining bookings in this way.

For Vacation care, the casual booking rate applies after the close date for bookings detailed on the Vacation Care program for parents. This will be clearly explained in the Vacation Care Program. Permanent Booking Rates apply for all bookings made before the booking close date. All children and young people who book into Excursion days must attend the excursion as it is regarded as part of the program. We generally do not offer an alternative service on Excursions Days for children and young people to remain at the Service whilst other students attend the excursion unless excursion places are limited and there is a need for care for additional children and young people over and above the allocated excursion numbers.

Additionally, bookings made after the beginning of the vacation care period will incur an additional fee of \$5 per day, per child as a late booking fee.

Cancellation and Notification of Non-attendance

Advice of a booking cancellation must be received by the service at least 1 full week before the booked session time, otherwise the family will be charged for the session.

Fees are payable for all bookings including sick days as per the Education Department guidelines. Fees are not charged for public holidays.

All fees associated with permanent bookings, should the child not attend care due to illness or for any other reason, shall be required to be paid in full. CCS will apply in accordance with allowable and approved absence provisions.

Parents/Guardians are requested to contact the service to advise of their child’s inability to attend as soon as this is known for safety reasons. Notification by the parent must be in writing (email or via XAP).

The parent will still receive the CCS fee relief for cancelled days in either of the following two circumstances:

- If the child is ill and you can supply a doctor’s certificate OR

- It is one of the 42 days each child is allowed to be absent for any reason (with no documentation required) per financial year.

The service shall comply with reporting of bookings requirements as prescribed by the Australian Government Department of Education through the Child Care Services Handbook.

Bookings are required by all families who seek to use the service on a permanent or casual basis.

At the end of each calendar (school) year, the service will manage permanent bookings for before and after school care as follows

- At the end of each school year, all permanent bookings for before and after school care are cleared and become vacancies. Families will be required to complete a new booking via XAP, with notification of booked days for the coming school year.

Please note: All families should be requested to update their enrolment information at the beginning of a new school year. Any vacancies that arise become subject to the priority of access policy in determining a place to fill that vacancy.

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

- From a parent/guardian/authorised person; and
- in writing.

Cancellation of bookings for before and/or after school care must be made 1 full week prior to the session starting or a fee, equal to the fee for that session will be charged.

If the child's booking hasn't been cancelled and the service makes attempts to locate the child, a non-notification fee may be charged in addition to the prescribed fee for that session.

Vacation Care

In addition to the above, Vacation Care and Pupil Free Day bookings shall be completed via XAP;

Cancellation of bookings for Vacation Care days must be made within 1 full week or a fee, equal to the fee for that session will be charged.

Allowable Absences

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

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

Additional Absences

Absence days taken for the following reasons, after the initial 42 absence days have been used, are called 'additional absence days'.

- Illness (with a medical certificate);
- Non-immunisation (with written evidence);
- Rostered days off/rotating shift work (with written evidence);
- Temporary closure of a school or pupil-free days;
- Periods of local emergency;
- Shared care arrangements due to a court order, parenting plan or parenting order (with copy of documentation);

- Attendance at preschool (specific conditions apply);
- Exceptional circumstances.

There is no limit on the number of these days for which CCS may be paid as long as:

- They are taken for the reasons specified above, and
- Supporting documentation (where required) is provided, and
- They are days on which care would otherwise have been provided.

Permanent Cancellation of Care

Families are required to give a minimum of 1 full week, in writing, to advise the service of the permanent cancellation of their booking.

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

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

Section	Revision date
Written	March 2008
Last Reviewed / amended	January 2024

2.15 Children and young people's Property and Belongings

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Duty of Care*
- *NQS Area: 1.1.5, 1.1.6, 1.2.1; 2.3.2, 2.3.4; 5.1.1; 6.1.1,*
- *Policies: 2.1 - Respect for Children and young people, 2.9 - Inclusion and Anti-bias, 2.17 – Children and young people Accessing the Internet, 2.18 – Cyber-bullying, 2.19 – Children and young people's Media Viewing, 3.5 - Excursions, 9.2 - Enrolment, 9.3 - Communication with Families, 9.5 – Complaints Handling, 10.12 Information Technology*

Procedures

The family shall be responsible for providing the child with appropriate belongings and property required for active participation in the service. Such property may include (but is not limited to):

- Foot ware
- Clothing
- Hats
- Bags, lunch boxes and water bottles

All personal property and belongings shall be clearly named or labelled.

The service shall inform the family through relevant newsletters and publications such as the family handbook of appropriate personal belongings required at the service.

The service shall not take responsibility for any of the children and young people's personal property or belongings, but will endeavour to:

- Actively encourage children and young people to care for their belongings;
- Remind children and young people appropriately when belongings need to be placed in storage e.g., Lunch box into bag
- Provide suitable storage to keep safe (at parent/family or child request) any item of personal belonging which is either special, expensive or at risk of being damaged.

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

Mobile Devices including laptops and iPads

Families and children and young people will be encouraged not to bring mobile devices such as iPads, laptops, game consoles and mobile phones to the Service unless required by the school. Educators are not available to monitor usage of children and young people's personal mobile devices with access to internet and/or social media while at the service.

We acknowledge the importance of technology and the focus on it within our program. Mobile devices such as laptops or iPads can be used at OSHC with the permission of a Coordinator as part of a dedicated program, such as during BYO device sessions at Vacation Care, when under the supervision of staff. However, children and young people should not use mobile phones whilst at Outside School Hours Care at any time.

All mobile phones and devices are to be handed by the student to the Coordinator upon arrival at the service for storage in a secure location and will be returned to the child when the child is signed out by a parent or authorised person. All mobile phones and devices must be clearly labelled with the child's name to ensure the correct device is returned when the child is signed out. We do not permit photos or videos of children and young people to be taken or access the internet e.g., via a SIM on private devices. We also encourage students to have regular breaks and limit their time on permitted devices to enable them to enjoy a wide variety of active and creative activities available as a part of our program.

If a child needs to use a phone during the course of their attendance at the service, they must ask the Coordinator to make the call for them or for the use of the service's phone to make the necessary call. An educator will be present during this phone call and it must be kept short as the phone line is required to be kept open for emergency purposes. If parents need to contact children and young people during the course of the session it is necessary, that they do so via the service's landline or mobile phone.

The purpose of the above is to:

- manage the risk of children and young people contacting or being contacted by external, inappropriate or unauthorised persons

- assist with child protection risk management
- minimise the risk of theft of mobile phones from school bags
- ensure the privacy of other children and young people and staff is not breached through the use of mobile phone internet, cameras, videos and other MMS devices.

The service shall provide appropriate storage for lost property which shall be available to children and young people and families at all times.

Any grievances or concerns relating to lost, damaged or stolen property of the children and young people shall be documented and followed up, in accordance with the grievance and complaints procedure.

Section	Revision date
Written	July 2008
Last Reviewed / amended	January 2024

2.16 Promoting Protective Behaviours Policy

The Service considers its role in the protection of children and young people of utmost importance and therefore takes a proactive approach in supporting families and children and young people through promoting protective behaviours to ensure children and young people's ongoing safety, wellbeing and protection.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Child Protection Act 1999 and Regulation 2000*
- *Duty of Care*
- *NQS Area: 2.3.1, 2.3.2, 2.3.4; 4.2.1; 5.1.1, 5.1.3; 5.2.2, 5.2.3; 6.1.2; 6.2.1, 6.2.2; 6.3.1; 7.3.5*
- *Policies: 2.1 – Respect for Children and young people, 2.2 - Statement of Commitment to the Safety and Wellbeing of Children and young people and the Protection of Children and young people from Harm, 2.10 - Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm, 3.3 – Educator Practices, 9.3 – Communication with Families, 9.6 – Parent and Community Participation.*

Procedures

Management, coordinators and educators shall be committed to providing an environment that encourages children and young people's personal safety and promotes the wellbeing of all children and young people at all times.

Coordinators and educators support children and young people's personal safety through:

- Reinforcing protective behaviour strategies such as:
 - 'We all have the right to feel safe all of the time'; and
 - 'Nothing is so awful that we can't talk to someone about it'.
- Encouraging children and young people to interact and/or physically touch other children and young people in a safe and non-threatening way
- Building on children and young people's problem solving, reasoning and communication skills (e.g., brainstorming safe strategies for unsafe situations)

Coordinators and educators actively encourage children and young people’s personal safety behaviours in all sorts of situations including:

- Outside in the sun
- Using the road while walking or riding
- Being cautious and aware of strangers
- Who to go to for help if lost or feeling uncomfortable about an event or person,

Coordinators and educators collaborate with families to ensure children and young people’s learning about personal safety is culturally appropriate.

Coordinators liaise with school administration to ensure awareness of personal safety programs provided within the school setting. These events are communicated to educators to prepare them for children and young people’s questions and/or comments.

The Coordinator liaises with management and families to develop and implement strategies for providing opportunities for personal safety programs for children and young people to be included as part of the service program.

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

Section	Revision date
Written	October 2013
Last Reviewed / amended	January 2024

2.17 Children and young people Accessing the Internet Policy

The service acknowledges that children and young people may access the internet for educational and/or recreational purposes during the operational hours of the program. Therefore, the service takes a proactive approach to educating children and young people on safe and secure internet usage. This policy aims to establish guidelines on access to the internet and/or online social networking, with the aim of protecting children and young people from risk of harm.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Privacy Act 1988 and Regulations 2013*
- *Child Protection Act 1999 and Child Protection Regulations 2000*
- *'My Time, Our Place' Framework for School Age Care*
- *Duty of Care*
- *NQS Area: 1.1.1, 1.1.6; 2.3.1, 2.3.2, 2.3.4; 3.2.2; 4.2.1; 5.1.3, 5.2.2, 5.2.3; 6.1.1, 6.3.2; 7.3.5.*
- *Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and young people and the Protection of Children and young people from Harm, 2.8 – Anti-Bullying, 2.15 – Children and young people's Property and Belongings, 2.18 – Cyber-bullying 3.1 – Educational Program Planning, 6.2 – Provision of Resources and Equipment, 9.3 – Communication with Families, 10.12 – Information technology.*

Procedures

Definitions

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

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

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

Service Responsibilities

The Service will ensure that all service computers and mobile devices with internet access are fitted with adequate security and filtering software to prevent access to inappropriate information and web

sites. This includes wireless access. Children and young people will only access the internet via Education Queensland computers using their own EQ logins and fitted with Education Queensland filter and firewalls.

Software will be installed by technically skilled persons with a record of the time and date of installation maintained. Software should be regularly updated and reviewed for efficacy.

The Service will ensure all educators are provided with training and support in managing instances of inappropriate use of the internet by children and young people in accordance with relevant aspects of the service's behaviour support guidelines.

In collaboration with the children and young people, the Service will develop and implement guidelines for accessing the computers/mobile devices and their internet usage whilst in attendance at the service. This may include the development of 'user agreements', in collaboration with children and young people and families.

The service will make available to children and young people and families, relevant information about protecting children and young people online and may include such material in service newsletters or other correspondence to children and young people and families. (See the reference list for a variety of resources where suitable and relevant information may be accessed).

The Service will have clear guidelines on the use of children and young people's personal belongings, including mobile devices.

Educator Responsibilities

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

Educators will ensure children and young people are only able to access the internet at the service through authorised computers and/or mobile devices that have appropriate security and filtering software installed.

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

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

Family Responsibilities

To read through the services 'user agreement' with your child and ensure they have an understanding of the guidelines.

Be aware of your child's access to data on devices, whether securely connected through the service or accessible on their own device.

References

Australian Human Rights Commission. (n.d.). *Information for Employers*. Retrieved from Sex Discrimination and Sexual Harrasment: www.humanrights.gov.au/commission-website-information-employers

Australian Human Rights Commission. (n.d.). *Information for Employers*. Retrieved from Writing an Effective Sexual Harrasment Policy: www.humanrights.gov.au/commission-website-information-employers-0

Community Management Solutions. (2013). *Workplace Bullying and Harrasment Toolkit. Discrimination and Sexual Harrasment Policy.*

Section	Revision date
Written	July 2014
Last Reviewed / amended	January 2024

2.18 Cyber-bullying Policy

The service acknowledges it has a responsibility and duty of care to ensure that the rights of employees, volunteers, children and young people and families to be physically, emotionally and psychologically safe whilst participating in on-line/internet activities associated with the service, are protected. This responsibility may extend beyond service on-line/internet activities, where such inappropriate behaviour, impacting harmfully upon employees, volunteers, children and young people and families, becomes known.

This policy aims to articulate the rights and responsibilities of employees, volunteers, children and young people and families associated with the service with regards to cyber-bullying.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Child Protection Act 1999 and Child Protection Regulations 2000*
- *Work Health and Safety Act 2011*
- *Duty of Care*
- *NQS Area: 1.1.5, 1.1.6; 2.3.1, 2.3.2, 2.3.4; 4.2.1; 5.1.3; 5.2.2, 5.2.3; 6.1.3; 6.3.2; 7.3.5.*
- *Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and young people and the Protection of Children and young people from Harm, 2.8 – Anti-Bullying, 2.15 – Children and young people’s Property and Belongings, 2.16 – Promoting Protective Behaviours, 3.1 – Educational Program Planning, 6.2 – Provision of Resources and Equipment, 9.3 – Communication with Families, 10.9 – Risk Management and Compliance, 10.12 – Information and Technology.*

Procedures

Definitions

‘ICT’: information and communication technology.

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

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

- It is invasive, can occur 24/7 with a person being targeted at home, work or anywhere

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

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

Service Responsibilities

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

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

The Service will ensure all educators are provided with training and support in managing instances of cyber-bullying when children and young people are accessing ICT equipment and devices.

Strategies and guidelines will be developed, in collaboration with the children and young people, for using the ICT equipment and devices respectfully whilst in attendance at the service. This may include the development of 'user agreements', in collaboration with educators, children and young people and families.

The Service will have clear guidelines on the use of children and young people's personal mobile devices, should they be permitted at the service.

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

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

Educator Responsibilities

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

Educators will ensure children and young people are only able to access the internet at the service through authorised computers and/or mobile devices that have been fitted with appropriate security and filtering software.

Educators will encourage children and young people to follow service guidelines and strategies for dealing with instances of cyber-bullying, as detailed in the OSHC Online Safety Agreement.

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

- Never posting personal information such as address or telephone number online
- Never posting photos of themselves (such as 'selfies') online
- Not responding to any messages that are mean or in any way make them feel uncomfortable.
- Not sending any messages that may be mean or make another person feel uncomfortable
- Never agreeing to meet any person they have met online
- Never giving their internet user name or passwords to another person (even best friends)
- Checking with an educator before downloading or installing any software or games
- Informing an educator if they access information that makes them feel uncomfortable

Family Responsibilities

To read through the services 'user agreement' with your child and ensure they have an understanding of the guidelines.

Informing the service coordinator of any concerns you may have in regards to cyber-safety and your child, whether it is happening at the service or not.

Be aware of your child's access to data on devices, whether securely connected through the service or accessible on their own device.

Encouraging your child to share information, including social networking sites (Facebook) with you as a 'friend' to monitor their safety online.

References

Australian Human Rights Commission. (n.d.). *Information for Employers*. Retrieved from Sex Discrimination and Sexual Harassment: www.humanrights.gov.au/commission-website-information-employers

Australian Human Rights Commission. (n.d.). *Information for Employers*. Retrieved from Writing an Effective Sexual Harassment Policy: www.humanrights.gov.au/commission-website-information-employers-0

Community Management Solutions. (2013). *Workplace Bullying and Harassment Toolkit. Discrimination and Sexual Harassment Policy*.

Section	Revision date
Written	July 2014
Last Reviewed / amended	January 2024

2.19 Children and young people's Media Viewing Policy

The service recognises and acknowledges that technology and media viewing form part of a varied and balanced program, relevant to the needs and interest of children and young people attending OSHC. Therefore, this policy aims to establish guidelines for children and young people's media viewing while at OSHC.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Child Protection Act 1999 and Child Protection Regulations 2000*
- *Copyright Act 1968*
- *'My Time, Our Place' Framework for School Age Care in Australia*
- *Duty of Care*
- *NQS Area:*
- *Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and young people and the Protection of Children and young people from Harm, 2.15 – Children and young people's Property and Belongings, 3.1 – Educational Program Planning, 6.2 – Provision of Equipment and Resources, 9.3 – Communication with Families.*

Procedures

Definitions

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

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

Service Responsibilities

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

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

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

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

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

- (G) - the content is **very mild** in impact and is for general viewing. However, some G-classified films or computer games may contain content that is not of interest to children and young people; or
- (PG) – the content is **mild** in impact however; films and computer games may contain content that a parent or caregiver might need to explain to younger children and young people as it may be confusing or upsetting to them.

Through the family enrolment process, written permission will be sought from parents/guardians relating to the classification of media viewing material accessible to their child/ren whilst in care at the service.

Educator Responsibilities

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

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

Family Responsibilities

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

References

Australian Human Rights Commission. (n.d.). *Information for Employers*. Retrieved from Sex Discrimination and Sexual Harassment: www.humanrights.gov.au/commission-website-information-employers

Australian Human Rights Commission. (n.d.). *Information for Employers*. Retrieved from Writing an Effective Sexual Harassment Policy: www.humanrights.gov.au/commission-website-information-employers-0

Community Management Solutions. (2013). *Workplace Bullying and Harassment Toolkit. Discrimination and Sexual Harassment Policy*.

Section	Revision date
Written	July 2014
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2.20 Supervision of Children and young people Policy

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Child Protection Act 1999 and Regulations 2000*
- *Working with Children and young people (Risk Management and Screening) Act 2000 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 1.1.5, 1.1.6; 2.3;4.1; 4.2.1; 5.1.1, 5.2; 6.3.3; 7.1.2, 7.3.5.*
- *Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and young people and the Protection of Children and young people From Harm, 2.3 – Educator Ratios, 2.4 – Arrivals and Departures of Children and young people, 2.6 – Behaviour Support and Management, 2.8 – Anti-bullying, 2.11 – Including Children and young people with Special/Additional Needs, 2.12 – Managing Duty of Care – Non-Attending Children and young people, 2.17 – Children and young people Accessing the Internet, 2.18 – Cyber-bullying, 2.19 – Children and young people’s Media Viewing, 3.3 – Educator Practices, 3.4 – Homework, 3.5 - Excursions, 3.6 – Transport for Excursions, 3.7 – Physical Activity, 3.8 – Extra-Curricular Activities, 3.11 – Escorting Children and young people, 3.13 – Water Activities and Safety, 4.9 – Children and young people’s Toileting, 6.4 – Shared Facilities, 7.2 – Drills and Evacuations, 7.3 – Harassment and Lockdown, 8.1 – Role and Expectations of Educators, 8.4 – Educator Professional Development and Learning, 8.5 – Volunteers, 8.8 - Employee Performance Monitoring, Review and Management, 9.3 - Communication with Families, 10.9 – Risk Management and Compliance.*

Procedures

Definition

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

Supervision is provided by OSHC educators during the service operating hours and once children and young people are signed in to the program. If children and young people are signed out of the program and remain on the premises, the parent/guardian is responsible for them however, if the child is observed displaying inappropriate behaviour an educator may still apply the service behaviour management guidelines.

Supervision of children and young people by OSHC educators is not provided in the school or OSHC carpark. Children and young people are encouraged to stay within the service approved area to wait for arriving parents/guardians.

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

To ensure the safety and wellbeing of children and young people and educators, there will be at least two educators at all times on the premises whilst children and young people are in care, one of who will be a delegated responsible person for the service (unless the service is operating under Policy 10.24 – Single Educator on Duty).

The service is committed to ensuring children and young people are supervised at all times, therefore when planning activities and the necessary supervision requirements, the coordinator/responsible person in charge will ensure consideration is given to the design and arrangement of the indoor and outdoor environment to ensure it supports active supervision by educators.

The number of supervising educators for activities will be determined through the completion of a risk assessment and will be based on:

- The type of activity (e.g., excursion, swimming); and
- The age and capabilities of the children and young people undertaking the activity; and
- The area the activity will be conducted; and
- The age and skill of educators supervising; and
- For high-risk and excursion activities, a risk assessment will be completed.

Personal mobile phones are not permitted to be used by educators when supervising children and young people, without prior arrangement with the coordinator.

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

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

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

Educators will be required to do regular head counts and use educator communication methods when supervising activities outside or away from the OSHC indoor area.

The coordinator will be made aware of children and young people involved in behaviour incidents who may require further support, consistent with the service’s Behaviour Support and Management Policy. Children and young people will be directed to a quiet area and supervised by the coordinator (or other educator) until such time as they are ready to re-join the activity.

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

- Given guidance and instruction when setting up the environment and/or activities;
- Instructed on the use of various staff communication methods (e.g., use of walkie talkie);
- Aware of the procedures for children and young people accessing the toilet;
- Made aware of children and young people’s individual health and or medical needs and any relevant emergency management plans;
- Made aware of any identified hazards and/or risks to children and young people and the control measures in place;

- Made aware of the children and young people in care, the group dynamics and behaviour strategies that may be useful;
- Made aware of any children and young people in care with special/additional needs.

Risk assessments will be developed for activities, excursions and incursions which specifically identify the number of supervising educators required for the relevant activity. All risk assessments must be read by educators to ensure their understanding of supervisory requirements.

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

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

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

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

References

Queensland Children and young people's Activities Network. (2013). PANOSH Fact sheet #3 - Adequate supervision. Retrieved from PANOSH - Physical Activity Outside School Hours: www.panosh.com.au

Section	Revision date
Written	November 2015
Last Reviewed / amended	January 2024

2.21 Children and young people's Transition to OSHC Policy

The service recognizes and acknowledges the importance of ensuring children and young people have a smooth transition into the school age care setting. Through this policy, the service aims to identify and address the support structures and activities required to assist families and children and young people of all ages in making this transition

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Child Protection Act 1999 and Regulations 2000*
- *Duty of Care*
- *NQS Area: 1.1.2, 1.1.3, 1.1.5, 1.1.6, 2.1.1; 3.1.3, 3.2.1; 5.1, 5.2; 6.1, 6.2, 6.3; 7.2.1, 7.3.5.*
- *Policies: 2.1 – Respect for Children and young people, 2.4 – Arrivals and Departures of Children and young people, 2.6 – Behaviour Support and Management, 2.11 – Including Children and young people with Special/Additional Needs, 2.14 – Bookings and Cancellations, 3.1 – Educational Program Planning, 4.6 – Medication, 4.8 – Sun Safety, 4.10 – Anaphylaxis, 4.15 – Asthma, 4.17 – Children and young people with Medical Conditions, 5.2 – Food and Nutrition, 9.1 – Access, 9.2 – Enrolment, 9.3 – Communication with Families, 9.5 – Complaints Handling, 10.18 – Court Orders and the Release of Children and young people in Care.*

Procedures

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

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

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

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

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

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

- Meet the coordinator and educators of the service;
- Tour the approved areas of the service including both indoor and outdoor areas;
- View the service routines such as breakfast or afternoon tea;
- Observe children and young people involved in activities.

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

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

Children and young people starting OSHC who are in prep, will be escorted to the classroom after before school care and picked up from the classroom for after school care by an educator.

Educators will support children and young people to follow classroom expectations and teacher routines (e.g., bag/lunchbox storage, handing in homework, etc.).

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

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

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

Section	Revision date
Written	October 2015
Last Reviewed / amended	January 2024

2.22 Departures of Children and young people with Self Care Arrangements

The service recognizes that families may permit their children and young people to travel home or to another activity on their own or with an older sibling. Under the written instruction of the family, the service will apply the following procedure to such circumstances.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Child Protection Act 1999 and Regulations 2000*
- *Australian Government Child Care Service Handbook*
- *Duty of Care*
- *NQS Area: 2.3.2; 6.2.1; 7.3.2.*
- *Policies; 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and young people and the Protection of Children and young people from Harm, 2.4 – Arrivals and Departures of Children and young people, 9.2 – Enrolment, 9.3 – Communication with Families*

Procedures

The service will apply the following procedure for children and young people who are permitted to leave the premises by way of written instruction from their legal parent/guardian either on their own or with a sibling:

- The service will require that the parent provide the following information along with the consent to depart notification:
 - The date/s and times of departure;
 - The child's destination;
 - Expected length of journey to destination (time and distance);
 - Mode of transport i.e., on foot or bicycle;
 - Name and date of birth of older sibling collecting the child (if applicable);
- The child will be signed out by an educator upon leaving the premises;
- The parent will be notified (by phone, text or email) that the child has left the premises;
- The parent may be asked to phone the service once they have been notified that their child has arrived safely at home or at their next activity;

- The service may provide families with information (by way of fact sheet) regarding children and young people, siblings and self-care arrangements and ask that families use this information as a basis for determining the capacity of their child/ren to be left in self-care arrangements;
- The service acknowledges that families may use their discretion in determining the capacity of their own children and young people to enter into self-care arrangements.

Section	Revision date
Written	October 2015
Last Reviewed / amended	January 2024

2.23 Interactions with Children and young people

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *NQS Area: 1.1.5; 4.2.1; 5.1; 5.2; 7.3.5.*
- *Policies; 2.1 – Respect for Children and young people, 2.6 – Behaviour Support and Management, 2.8 – Anti-Bullying, 2.9 – Inclusion and Anti-bias, 2.11 – Including Children and young people with Special/Additional Needs, 3.3 – Educators Practice, 8.1 – Role and Expectations of Educators, 8.4 – Educator Professional Development and Learning, 8.9 – Employee Code of Conduct, 8.15 – Children and young people of Employees*

Procedures

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

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

The Coordinator shall:

- guide educator professional development and practice to promote interactions with children and young people that are positive and respectful; and
- establish practice guidelines that ensure interactions with children and young people are given priority and those interactions are authentic, just and respect difference.

Educators, volunteers and other staff will:

- Respond sensitively and appropriately to children and young people's efforts to communicate, initiate interactions and conversations;

- Encourage children and young people to initiate conversations about their experiences, express their ideas and feelings, share humour and seek assistance as they take on new challenges;
- Organise routines, as well as planned and spontaneous experiences, to maximize opportunities for meaningful conversations between children and young people and educators as well as ensuring children and young people have equal opportunity to engage in one to one and small group conversations with educators;
- Participate in children and young people's play using children and young people's cues to guide their level and type of involvement while always maintaining a positive approach when responding to children and young people and offering assistance;
- Collaborate with children and young people about routines, activities and experiences, encouraging children and young people to make choices and decisions;
- Ensure meal times are relaxed and unhurried with opportunities for educators to sit and talk with children and young people;
- Use techniques such as sign/body language and other resources/tools to support children and young people with special/additional needs to communicate effectively;
- Encourage children and young people to participate in enjoyable interactions with their peers, respond positively to other's ideas, negotiate roles and relationships, contribute to shared play and develop friendships;
- Acknowledge children and young people's complex relationships and sensitively intervene in ways that promote consideration, alternative perspectives and social inclusion;
- Listen attentively and give full attention to children and young people as they engage in interactions and conversation;
- Use their interactions with children and young people to support the maintenance of home languages and learning English as a second language;

Supporting Children and young people through Difficult Situations

A child's reaction to a stressful or traumatic situation will depend on factors such as their age, stage of development and impact of the event on individuals around them. A child may react in ways that you don't expect and may act normally at first however, educators must be wary of delayed reactions.

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

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

Section	Revision date
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Last Reviewed / amended	January 2024

2.24 Children and young people's Participation and Decision Making

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

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

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act 2010 and Regulations 2011*
- *Anti-Discrimination Act 1991 (QLD)*
- *UN Convention on the rights of the Child*
- *NQS Area: 1.1.1, 1.1.2, 1.1.5, 1.1.6; 1.2.2; 3.3; 5.1.1; 5.2.1, 5.2.3.*
- *Policies: 2.1 – Respect for Children and young people, 2.11 – Including children and young people with Special/Additional Needs, 2.19 – Children and young people's Media Viewing, 2.23 – Interactions with Children and young people, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 3.4 – Homework, 3.5 – Excursions, 3.7 – Physical Activity, 3.9 – Creative and Expressive Arts, 3.13 – Water Activities and Safety, 3.15 – Cooking with Children and young people, 4.7 – Keeping of animals, 5.6 – Menu Development, 8.1 – Role and Expectations of Educators, 8.9 – Employee Code of Conduct, 9.3 – Communication with Families, 10.8 – Information Handling (Privacy and Confidentiality).*

Procedures

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

The Service will:

- Ensure Children and young people are consulted about the environment and program in which they participate;
- Ensure different communication strategies of children and young people, such as body movement, gaze, facial expression, the manipulation of objects and talk or conversation are used to support child-initiated activities and programs;
- Ensure children and young people participate in decision making processes;
- Record and document children and young people's drawings, conversations, and ideas, maintaining them in mediums such as a children and young people's meeting book or child voice book/wall. Educators or other children and young people can act as a scribe for what children and young people say, making notes for further follow up;
- Ensure children and young people's views are actively sought and discussed with their responses and perspectives planned into the program with respect and authenticity.

Educators will:

- Ensure child-initiated, shared decision making happens across all aspects of the Service;
- Empower children and young people to access and learn from their own life experiences as well as those of their peers and adults around them;
- Be active listeners, observers, scribes and sounding boards for children and young people;
- Respect the age and stage of the children and young people during decision making. Educators may use different levels of participation as appropriate:

- Child initiated, shared decision making with adults;
 - Child initiated and directed – adults provide a supportive role;
 - Adult initiated shared decision making with children and young people.
- Consult children and young people about how their input will be used and advised of the outcomes of the decisions made;
- Ensure children and young people have a voice in their level of participation including:
 - Areas of interest they would like to explore;
 - Where and how they would like to play, with others, or alone;
 - What they would like to use;
 - The adults with whom they feel comfortable and secure;
 - When and what they would like to eat;
 - How they prefer to sleep or rest;
 - Whether they need to use the toilet or hand washing facilities.

Section	Revision date
Written	May 2016
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2.25 Statement of Intent for Children and young people’s Play Policy

The service acknowledges and recognizes the importance of play for children and young people’s physical development and emotional wellbeing as well as the benefits of allowing children and young people of all ages and abilities to have challenging play opportunities in a variety of environments. The Service understands and accepts that children and young people will often be exposed to play environments which, whilst well-managed, carry a degree of risk and sometimes potential danger and will work proactively with all stakeholders to minimize those risks.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act 2010 and Regulations 2011*
- *United Nations Convention on the Rights of the Child*
- *‘My Time, Our Place’ Framework for School Age Care in Australia*
- *NQS Area: 1.1.1, 1.1.2, 1.1.5, 1.1.6; 1.2.2; 2.2.2; 2.3.1; 3.1.1, 3.1.3; 3.2.1, 3.2.2; 4.1.1; 4.2.1; 5.1; 5.2; 7.1.2, 7.1.4; 7.2.1; 7.3.1, 7.3.5.*
- *Policies: 2.1 – Respect for Children and young people, 2.3 – Educator Ratios 2.6 – Behaviour Support and Management, 2.9 – Inclusion and Anti-bias, 2.11 – Including children and young people with Special/Additional Needs, 2.13 – Use of Photographic and Video Images of Children and young people, 2.24 – Children and young people’s Participation and Decision Making, 3.1 – Educational Program Planning, 3.2 – Program and Documentation Evaluation, 3.3 – Educators Practice, 3.7 – Physical Activity, 3.9 – Creative and Expressive Arts, 6.2 – Provision of Resources and Equipment, 8.1 – Role and Expectations of Educators, 8.2 – Educational Leader.*

Procedures

Definition

‘Play is a freely chosen, personally directed, intrinsically motivated behaviour, normally associated with recreational pleasure and enjoyment’

‘Play is often interpreted as frivolous; yet the player can be intently focused on their objective, particularly when play is structured and goal-oriented. Accordingly, play can range from relaxed, free-spirited and spontaneous through frivolous to planned or even compulsive. Not only does play promote and aid in physical development, such as hand–eye coordination, but it also aids in cognitive development and social skills.

Service Responsibilities

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

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

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

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

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

Educator Responsibilities

Educators will ensure that materials, resources and equipment are set up in such a way as to create an environment which will stimulate children and young people's play and maximize their opportunities for a wide range of play experiences.

Educators will design and develop the program in order to ensure children and young people have opportunity to be involved in a variety of types of play including socio-dramatic, creative, exploratory, imaginative, physical and rough and tumble.

Educators will ensure children and young people are playing in an approved area of the Service with supervision suitable for the type of activity, the age and developmental stage of the children and young people participating.

When planning play opportunities for children and young people, educators will:

- Be thoughtful and deliberate in their planning ensuring the interests, needs and abilities of the children and young people are known and catered for;
- Empower children and young people to make decisions about their play and leisure-time experiences;
- Ensure all children and young people are have equal opportunity for inclusion in play;
- Provide opportunities for both indoor and outdoor play experiences, and that will include both 'built' and 'natural' elements;

- Provide resources that are accessible, varied, age and ability appropriate, culturally diverse, open-ended and sufficient in number;
- Collaborate with the children and young people and be open to change and spontaneity;
- Encourage children and young people to make decisions and to take responsibility for their own needs;
- Empower children and young people to be creative and seek out possibilities and solutions;
- Encourage children and young people to try and experience new things and experiences;
- Play with the children and young people picking up on cues, seizing 'teachable' moments and ways to scaffold children and young people's learning.

Observation and assessment of children and young people's learning is facilitated through educator evaluations of children and young people's play to the outcomes of 'My Time, Our Place', which are:

- Children and young people have a strong sense of identity;
- Children and young people are Connected with and Contribute to their World;
- Children and young people have a Strong Sense of Wellbeing;
- Children and young people are Confident and Involved Learners
- Children and young people are Effective Communicators;

Educators will use positive communication such as body language, praise and encouragement to assist children and young people in developing the necessary skills and capabilities in managing risky play situations and new experiences.

References

Unicef. (n.d.). *Convention on the Rights of the Child*. Retrieved from Unicef:

<http://www.unicef.org.au/Upload/UNICEF/Media/Our%20work/childfriendlycrc.pdf>

Wikipedia. (2015, September 20). *Wikipedia*. Retrieved from Play (Activity):

[https://en.wikipedia.org/wiki/Play_\(activity\)](https://en.wikipedia.org/wiki/Play_(activity))

Section	Revision date
Written	June 2016
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2.26 Managing Concerns of Harmful Sexual Behaviours Policy

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

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

- acts that problematic to a child's own development (compulsive masturbation or inappropriate nudity),
- violations of privacy,
- exposure to sexual materials, or
- forced or coercive sexual acts (such as sexual assault).

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

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

- how the service increases the knowledge of educators and stakeholders to better identify behaviours, and
- clear steps to be taken in response to concerns around a child's behaviours.

Key Tasks and Responsibilities

Awareness and understanding	The Approved Provider will ensure the service has suitable resources and materials available to support the Nominated Supervisor to guide the understanding of harmful sexual behaviours. While primarily instruction is provided to educators, material will be made available to parents and other relevant stakeholders.
Responding to concerns	The Nominated Supervisor (or the Responsible Person in their absence) will take the lead in listening to and actioning a response to allegations of harmful sexual behaviours. The service's representatives will liaise with parents, and if needed, other professionals to ensure children are protected and are supported to access suitable assessments or interventions.

Procedures

Education and Prevention

Initial Instruction

Consistent with the procedures set out in [Example 2.12 Child Protection and Mandatory Reporting](#), all educators/staff will receive instruction around identifying child abuse, including child sexual abuse, upon commencement.

Further Training and Resources

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

- Online learning modules or webinars.
- Contemporary guidelines and information papers from reputable sources.

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

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

Effective Supervision

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

Responding to Concerns of Harmful Sexual Behaviours

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

Identified by the Service

1. Where an educator becomes aware of an instance of harmful sexual behaviour possible occurring at the service, they will follow the steps set out in [Example 2.9 Incidents, Illness, Injury, and Trauma](#) to—
 - a. redirect any children,
 - b. offer support as needed, and
 - c. document the events.
2. Relevant parents will be notified of the incident at the earliest convenience (but within 24 hours). Likewise, depending on the seriousness, notification to the Regulatory Authority may also be submitted.
3. In holding concerns of harmful sexual behaviour, the Nominated Supervisor (or if timeline requires, Responsible Person) will consider the service's capacity to maintain the safety of children. Should the service reasonably believe children's safety or wellbeing may be risked, the child's enrolment will be suspended, pending further guidance, management action and planning.
4. Should any service representatives believe the child is in need of protection, the steps set out in [Example 2.12 Child Protection and Mandatory Reporting](#) will be followed.

Complaint of Harmful Sexual Behaviours

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

1. While the Nominated Supervisor is the preferred contact, upon receiving relevant concerns or complaints relating to harmful sexual behaviours (as defined in this policy), educators or other representatives, should immediately inform the Nominated Supervisor (or in their absence, the Responsible Person).
2. Details of relevant behaviours and incidents will be documented by the service, using the Complaints Record.
3. The Nominated Supervisor (or Responsible Person) will notify a representative of the Approved Provider at the earliest convenience to develop a response plan, including the person(s) responsible for specific tasks and will be based on the information available to—
 - a. Ensure the safety of children of the service.
 - b. Comply with notification and/or reporting requirements.
 - c. Collect relevant information to assess the veracity of the complaint.

4. Should information indicate the safety or wellbeing of children attending the service be risk and is beyond the capacity of the service to ensure protection, the service may decide to suspend the relevant child's enrolment, pending further guidance, management action (including an investigation) and planning.
5. Parents of the child alleged to have displayed harmful sexual behaviours will be notified of the details of the concerns/complaint and offered relevant contacts for community support. Should the service believe the child is need of protection, the steps set out in [Example 2.12 Child Protection and Mandatory Reporting](#) will be followed.
6. Once relevant information and guidance has been collated and established, the Approved Provider, in collaboration with the Nominated Supervisor will determine the appropriate outcome to provide care that safeguards all children attending the service, this may include but is not limited to the development of behaviour/care plans.
1. All documentation, communication and reports will be stored confidentially, as set out in the [Example 7.2 Privacy and Confidentiality of Records](#) policy - via a password protected system.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.167 Offence relating to protection of children from harm and hazards
- **Education and Care Services National Regulations:**
 - R.84 Awareness of child protection law
 - R.85 Incident, injury, trauma and illness policies and procedures
 - R.86 Notification to parents of incident, injury, trauma and illness
 - R.87 Incident, injury, trauma and illness record
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
 - R.172 Notification of change to policies or procedures
 - R.173 Prescribed information to be displayed
 - R.174 Time to notify certain circumstances to Regulatory Authority
 - R.174A Prescribed information to accompany notice
 - R.181 Confidentiality of records kept by approved provider
 - R.183 Storage of records and other documents

- **National Quality Standard:**
 - QA2 – Children’s health and safety
 - QA7 – Governance and leadership

Additional Regulatory Context and Guidance

- [National Principles for Child Safe Organisations](#)
- [Volume 10, Children with harmful sexual behaviours of the Royal Commission into Institutional Responses to Child Sexual Abuse](#)

Section	Revision date
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Last Reviewed / amended	January 2024

Policy Group 3 – Program

3.1 *Program (Development and Conduct) Policy*

Using the approved learning framework, My Time, Our Place: Framework for School Age Care in Australia, the Coordinator or Educational Leader, in consultation and collaboration with Service Manager and educators, children and young people and families plans, designs and provides programs, catering to the children and young people's age, developmental needs, skills, interests and abilities through a variety of challenging and recreational activities. In providing opportunities for children and young people, the Service recognises the importance of play, relationships, collaborative decision making and respect for diversity.

At Bulimba OSHC, our programming framework is based upon the philosophy that our educators are professional play facilitators who value, respond and build upon children and young people's strengths, skills and knowledge by allowing time and creating space for children and young people to explore, build relationships, solve problems, create and construct. We value and practise the notion that play should be child led and our educators support this through the principles of responsiveness and intentionality in all play environments.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *'My Time, Our Place' Framework for School Age Care*
- *NQS Area: 1.1.1, 1.1.2, 1.1.3, 1.1.5, 1.1.6; 1.2; 2.1.2, 2.1.3; 2.2; 3.1.1, 3.1.3; 3.2; 3.3; 4.1.1; 5.1.2, 5.1.3; 5.2.1, 5.2.3; 6.1.2, 6.1.3; 6.2.1; 6.3.2, 6.3.3, 6.3.4; 7.1.2, 7.1.4, 7.2.1, 7.2.3.*
- *Policies: 2.11 – Including Children and young people with Special/Additional Needs, 3.3 – Educators Practice, 3.7 – Physical Activity, 3.9 – Creative and Expressive Arts, 8.1 – Role and Expectations of Educators, 8.2 – Educational L*

Procedures

A suitably qualified and experienced educator will be identified as the Educational Leader for the service (as per Policy 8.2 – Educational Leader).

The Educational Leader is responsible to have a written program plan prepared for each aspect of the Service. This program plan will be on display for everyone's information. Our program is child led and so, is dictated by the children and young people's interests. The plan for areas available each session will be available, as well as the play inspirations which are led by previous engagement and interest. The educators then record the observations of what occurred in each area at the end of the shift.

They reflect on what happened, why it was significant, and how we can further extend on the learning. These records are kept as part of our programming documentation.

The Educational Leader shall direct and monitor staff in the planning, development and implementation of programs and experiences for the children and young people consistent with this Policy and, in particular, which:

- Demonstrate that the five learning outcomes provide a focus for the activities and experiences planned for individuals and groups of children and young people;
- Takes a holistic view of children and young people's learning, focusing on their physical, personal, social, emotional and spiritual wellbeing;
- Are built around routines, e.g., arrival, hand washing, eating;
- Includes a variety of activities and experiences that promote effective hygiene practices, good nutrition and healthy lifestyles;
- Includes activities which would normally be a part of the life of children and young people during hours outside of school (this is particularly relevant during Vacation Care where excursions become an important part of the program);
- Demonstrates flexibility in program delivery by incorporating children and young people's ideas, culture and interests to ensure the experiences are relevant and engaging;
- Promotes the children and young people's sense of belonging, connectedness and wellbeing by taking an interest in the individual needs, interests, diversity, views and abilities of the children and young people;
- Provide a variety of indoor and outdoor experiences, open ended resources, natural elements and materials suited to the age, developmental ranges and diversity of all children and young people attending the Service;
- Provide appropriate opportunities for children and young people as individuals and small groups to follow and extend their interests;
- Provide appropriate opportunities for children and young people to participate in physical play, accepting and acknowledging each child's level of participation according to their abilities and interest;
- Provide appropriate opportunities for children and young people to express themselves through creative and imaginative play, including elements of music, dance, drama, etc.;
- Provide appropriate opportunities for children and young people to develop a range of life skills such as establishing and maintaining meaningful relationships, working collaboratively with others and self-regulating their own behaviour;
- Takes account of necessary modification and enhancements identified through the Program and Documentation Evaluation Policy (see Policy 3.2), as well as spontaneous child-initiated opportunities and moments of intentionality when required;

- Provides appropriate opportunities for children and young people to broaden their understanding of the world in which they live by reflecting the broad multicultural and multilingual nature of the local community and demonstrating a positive approach towards diversity and Australia’s Aboriginal and Torres Strait Islander heritage;
- Encourages and provides appropriate opportunities for families to participate in shared decision making and give feedback about the program and their child’s learning;
- The principle of equal opportunity will be applied in this Service’s program. Children and young people, regardless of gender, cultural, racial, religious or other background, will be encouraged to participate in a wide range of activities.

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

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

Children and young people are encouraged to participate in decision making, with their ideas and opinions listened to and if possible, acted upon. This facilitates children and young people sharing ideas and questioning what happens at their service.

Where possible, the program allows and encourages children and young people to complete projects they have commenced over a number of sessions.

Section	Revision date
Written	November 2007
Last Reviewed / amended	January 2024

3.2 Program Evaluation Policy

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Privacy Act 1988 and Regulations 2013*
- *'My Time, Our Place' Framework for School Age Care*
- *NQS Area: 1; 2.1.1, 2.1.2, 2.1.3; 2.2; 2.3.1; 3; 4.2.1, 4.2.2; 5.1.3; 5.2.1; 6.1; 6.2.1; 6.3.2, 6.3.3, 6.3.4; 7.1.2; 7.2.1, 7.2.3; 7.3.1, 7.3.5.*
- *Policies: 2.13 – Use of Photographic and Video Images of Children and young people, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 3.10 – Observational Recording, 8.1 – Role and Expectations of Educators, 8.2 – Educational Leader, 9.3 – Communication with Families.*

Procedures

Educators will regularly seek feedback and information from families in relation to their child/ren and their participation in the programs delivered by the Service. This information may be gained through face-to-face conversations, surveys, Facebook polls and/or newsletters.

Through regular team meetings, the Coordinator, educators and other staff will draw on the diverse knowledge, views and experiences of each other when reviewing the experiences planned for children and young people to ensure that all children and young people have opportunity to achieve the learning outcomes.

Educators will be required to critically reflect on and evaluate activities, both planned and spontaneous, by using various methods including (but not limited to) observations, activity evaluations, Think Tank forums and collaborative and individual learning stories, to ensure experiences provided meet the identified learning outcomes for the children and young people involved. Critical reflection involves closely examining all aspects of events and experiences from different perspectives. A detailed explanation of the Service's programming cycle and philosophy can be found in the Programming Framework. This Framework is regularly reflected on and updated to ensure the current needs of the service community are highlighted.

Children and young people's learning experiences and activities are documented in a variety of ways to assist with ongoing reflection, evaluation and assessment of their strengths, interests, behaviours and relationships. Documented experiences will be collated and displayed for families and children and young people on the P&C Facebook and Instagram page, in the service and school newsletters, in wall displays at the service and through photo and video displays in the service office.

Children and young people's comments, suggestions and feedback are recorded in the children and young people's meeting/suggestion book which is reviewed at regular team meetings for activities and experiences that could be implemented into the program.

Families are invited at parent information sessions and through the Family Handbook to contact the Coordinator/Educational Leader at any time with any comments, complaints or suggestions relating to the programs provided by the Service.

The Coordinator /Educational Leader will, on a regular basis at team meetings and during daily Educator Huddles: and Think Tank forums

- Seek verbal comments from educators in respect to the effectiveness of the program and practice as it aligns with the Principles, Practice and Outcomes of My Time Our Place and the service statement of philosophy, to achieve the program goals; and
- Discuss with educators the ways in which the program could be modified or enhanced as a result of any feedback or experience encountered in the delivery of the program. Written minutes will be taken at these meetings.

The Coordinator/Educational Leader will, on a weekly basis and taking into account the written evaluations of educators, reflect on and evaluate the service planned and spontaneous activities to ensure the identified goals and learning outcomes were achieved. These evaluations will assist with further programming of activities and play intentions that can guide practice in collaboration with all educators and children and young people.

The Coordinator and educators will, through an ongoing process of self-evaluation, monitor, evaluate and review the program delivery in line with the National Quality Standards and to ensure they fulfil these policies and procedures and any other relevant obligations of the Service.

Taking into account all feedback received through these procedures, the Coordinator/Educational Leader will regularly report in writing to the P&C Services Manager on the evaluation of the effectiveness of the Service programs and the ways in which they have been modified or enhanced as a result.

In seeking feedback from parents or educators, the Coordinator will treat all complaints relating to program respectfully in accordance with the Complaints Handling Policy (see Policy 9.5) and, where necessary, will take appropriate steps to seek to address genuine complaints quickly and effectively.

Section	Revision date
Written	December 2007
Last Reviewed / amended	January 2024

3.3 Educator's Practice Policy

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *'My Time, Our Place' Framework for School Age Care*
- *NQS Area: 1; 2; 3; 4; 5; 6.1.1, 6.1.2; 6.2.1; 6.3.1, 6.3.2, 6.3.4; 7.1.2, 7.1.4; 7.2.1, 7.2.2; 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.11 – Including Children and young people with Special/Additional Needs, 3.1 – Educational Program Planning, 3.7 – Physical Activity, 3.9 – Creative and Expressive Arts, 8.1 – Role and Expectations of Educators, 8.2 – Educational Leader, 8.10 – Employee Orientation and Induction.*

Procedures

The service will strive to ensure that Educators Practices:

- Foster children and young people's self-esteem and confidence by allowing them to investigate, imagine and explore ideas as well as experiencing pride and confidence in their achievements;
- Empower children and young people to make choices, guide their own play and extend their interests with enthusiasm, energy and commitment, through supporting them to understand, self-regulate and manage their own emotions in a way that reflects the feeling and needs of others;
- Promote children and young people's sense of belonging, connectedness and wellbeing through consistently positive and genuinely warm and nurturing interactions;
- Support children and young people's communication through engaging them in a range of methods from sustained conversations about their ideas and experiences to providing opportunities for music, books etc.;
- Respect the diversity of families within the community and allow opportunities for children and young people to broaden their understanding of the world in which they live through the investigation of histories, cultures, languages and traditions;

- Demonstrate flexibility in program delivery, incorporating children and young people's ideas, culture and interest to ensure experiences are relevant and engaging as well as being creative in the use of equipment and materials to stimulate children and young people's interest and curiosity;
- Support children and young people to explore different identities and points of view through play and everyday experiences, acknowledge each child's uniqueness and are aware of, and responsive to, children and young people who may require additional assistance to participate;
- Allow and assist children and young people to document their learning experiences using various methods such as photographs, journals and/or art and craft displays;
- Reflect on planning and implementation of activities in relation to the 'My Time, Our Place' Framework for School Age Care and their knowledge of the children and young people's current learning and development through regular completion of activity observations and/or learning stories;
- Support all aspects of children and young people's health, ensuring that their individual health and wellbeing requirements are met and supporting them to learn about healthy food, drink and lifestyle choices;
- Demonstrate a commitment to children and young people's health and safety through role modelling hygiene and sun safe practices, complying with service policies and procedures relating to the environment and/or equipment and supporting children and young people to negotiate play spaces to ensure the safety and wellbeing of themselves and others;
- Support a balance of indoor, outdoor, planned and spontaneous physical activities and passive experiences for children and young people by encouraging participation in new and/or unfamiliar activities and accepting the children and young people's level of involvement according to their skill and ability;
- Demonstrate a commitment to ensuring children and young people are protected through compliance with service policies and procedures relating to the safety and/or collection of children and young people in the care of the service;
- Demonstrate a commitment to regularly review and update knowledge and/or skills and practices in line with current professional standards and/or guidelines through the development and implementation of a professional development plan, in conjunction with the service co-ordinator and in line with identified service needs;
- Support other educators to achieve the goals as outlined in the service philosophy and goals by sharing expertise, modelling best practice, providing feedback and leading discussions at regular team meetings;
- Support families through creating an inclusive and welcoming environment where sharing of information about their child is encouraged, concerns are responded to in a prompt and

courteous manner, suggestions and/or ideas for improvement are acknowledged and additional support agencies are accessed if required;

- Support and encourage families and children and young people's involvement in their local and wider community, through participation in appropriate projects and/or events and engaging children and young people in sustainable practices within the service.

Section	Revision date
Written	September 2012
Last Reviewed / amended	January 2024

3.4 Homework Policy

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

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

Procedures

The Coordinator may create and keep a homework list with the names of children and young people who are to do homework each day.

Children and young people doing homework will be supervised in a quiet environment, away from the other children and young people if possible.

Educators can assist children and young people with projects and homework to the extent possible, taking into consideration supervision and duty of care issues in relation to the other children and young people in care.

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

Section	Revision date
Written	December 2007
Last Reviewed / amended	January 2024

3.5 Excursions Policy

Bulimba State School P&C Association Outside School Hours Care includes excursions as a valuable part of its overall program. Excursions aim to provide children and young people with enjoyment, stimulation, challenge, new experiences and a meeting point between the Service and the wider community. Parents and stakeholders are encouraged to contribute ideas and perspectives to the planning of excursions and their activities. The Service will evaluate each excursion to ensure outcomes are meeting intended aims and needs of children and young people and families.

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

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

Approved risks assessment developed for excursion will be made available to parents (or relevant authorised nominee). The Service recognises the Regulatory requirements for the conducting of excursion risk assessments. All risk assessment will use documentation that satisfies all the legislated requirements for excursions risk assessments, including the specific elements regarding travel. The Service is committed to ensuring the safety and protection of children and young people is maintained.

Parent (or authorised nominee) authorisation will be obtained via the vacation care booking forms. These documents will outline excursion details, including all matters set out in the *Regulations*. All authorisations will be stored in a manner consistent with the Service's record keeping policy.

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

The Approved Provider also recognises their duty to comply with *Education and Care Services National Regulations 168 (2)(g), 99, 100-102*.

Relevant Laws and other Provisions

- Education and Care Services National Law Act, 2010 and Regulations 2011
- QLD Transport Operations (Road Use Management) Act, 1995
- Work Health and Safety Act 2011 and Regulations 2011
- National Quality Standard, Quality Areas: 1 – Educational program and practice; and 2 – Children and young people's health and safety

Supplementary Documentation and Forms

- Excursion Risk Assessment Template
- Excursion Checklist Template

Procedures

Excursion Planning and Approval

Planning

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

Alternative arrangements (contingency plans) will be planned in case of changed weather conditions or other unforeseen circumstances.

The Nominated Supervisor is responsible to consult, plan and investigate potential excursion activities prior to the development and approval from the Approved Provider. No excursion is permitted to be facilitated without the endorsement of the Approved Provider.

Each excursion will have a checklist completed (see *Excursion Checklist*) to record the steps taken to manage all the elements of planning and facilitating the excursion. Please note - aspects of the checklist template should be amended to suit the context of each excursion.

Excursions Risk Assessments

Both the Approved Provider and Nominated Supervisor are to ensure a comprehensive risk assessment has been documented and endorsed prior to families having the opportunity to book and authorise their child/ren to attend the excursion. Likewise, the Approved Provider and Nominated

Supervisor will ensure all children and young people have written authorisation (as expressed below) before they will be permitted to leave the Service's premises.

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

Depending on the level of risk and previous experience, it may be necessary to visit the intended excursion site when conducting the risk assessment. Permission from the Approved Provider will need to be sought before staff are permitted to travel to a possible excursion location during work time.

Exceptions for Regular Outings

A newly developed risk assessment is not required for an excursion if—

- the excursion is a **regular outing**; and
- a risk assessment has already been conducted for the excursion; and
- that risk assessment has been conducted not more than 12 months before the excursion is to occur.

All excursion risk assessments will follow the Service's risk assessment policy (10.9 Risk Management).

The risk assessment will:

1. identify and assess risks that the excursion may pose to the safety, health or wellbeing of any child being taken on the excursion; and
2. specify how the identified risks will be managed and minimised.

And consider:

3. the proposed route and destination for the excursion;
4. any water hazards;
5. any risks associated with water-based activities;
6. the transport to and from the proposed destination for the excursion, including:

- a. the means of transportation;
 - b. any requirements for seatbelts or safety restrains under Queensland law;
 - c. the process for entering and exiting
 - i. the Service's premises; and
 - ii. the pick location and/or destination
 - d. procedures for embarking and disembarking the means of transport, including how each child is to be accounted for on embarking/disembarking;
7. the number of adults and children and young people involved in the excursion;
 8. given the risks posed by the excursion, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialised skills are required (e.g., lifesaving);
 9. the proposed activities;
 10. the proposed duration of the excursion; and
 11. the items that should be taken on the excursion (e.g., mobile phone, emergency contacts).

All risk assessment for excursions will be completed by using the service's *Excursion Risk Assessment Template*.

Endorsement of Risk Assessments

Risk assessments will be required to be endorsed by the P&C Services Manager. The Coordinators should make the risk assessment available to the P&C Services Manager ensuring sufficient time for consideration and approval. Any risk assessments prepared for Vacation Care programs should be submitted to the P&C Services Manager no later than 1 week prior to the program being released to families.

Authorisation for Each Child's Participation

Written authorisation from a parent (or other persons named with authorisation on the enrolment form), will be held by the Service before the child is to be taken off-site. The Service's booking forms (typically the Vacation Care booking form) will be created in a manner to provide and collect all relevant details from the parent or authorised nominee.

The written authorisation for an excursion must contain:

1. the child's name;
2. the reason the child is to be taken outside the premises;
3. the date the child is to be taken on the excursion (unless the authorisation is for a regular outing);
4. a description of the proposed destination for the excursion;
5. the method of transport to be used for the excursion;
6. the proposed activities to be undertaken by the child during the excursion;
7. the period the child will be away from the premises;
8. the anticipated number of children and young people likely to be attending the excursion;
9. the anticipated ratio of educators attending the excursion to the anticipated number of children and young people attending the excursion;
10. the anticipated number of staff members and any other adults who will accompany and supervise the children and young people on the excursion; and
11. that a risk assessment has been prepared and is available at the Service.

Viability of Excursion

Limited bookings impacting viability may result in the excursion being cancelled. Contingency plans should be created for all planned excursions. Communication with impacted families will occur at the earliest possible convenience. Any complaints and feedback can be handled as per the relevant policy.

Excursion Facilitation and Evaluation

Preparation

1. The Nominated Supervisor will ensure the excursion checklist has been reviewed at least one day prior to the excursion.
2. All educators attending the excursion must read and sign off on the relevant and specific excursion risk assessment/s, prior to attending on the day.

3. The Nominated Supervisor will ensure all elements of the excursion checklist have been actioned/addressed prior to departing for the excursion.

During the Excursion

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

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

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

- First aid kit, medications and forms, medical management plans and medical devices as required;
- Attendance record/roll and staff roster;
- Emergency contact details and numbers for children and young people and staff; and
- A telephone or access to one.
- The service camera will be taken on the excursion for educators to record and document children and young people's experiences.
- Resources to support health and wellbeing such as sunscreen, drinking water and hats etc

Supervision

Unless otherwise specified in the risk assessment the following procedures will be practiced on excursion:

- Face counts will be made at regular intervals and when moving from one area to another.
- educators will provide active supervision, ensuring the appropriate educator to child ratios are maintained at all times.
- toilets and change rooms - where no male (or female) educator is available to supervise the boy's toilets (or girl's toilets), female (or male) educators must satisfy themselves that it is safe for the child/ren to access the toilets and will remain in suitable proximity to the toilet area until all child/ren have returned.
- educators will satisfy themselves that all environments are safe for use before allowing the children and young people access to it.

- children and young people will not be left in the sole care and custody of bus drivers (unless the driver of the Bus is a paid employee/educator of the service) or any other persons during excursions.

In the event of injury occurring during an excursion, procedures as set out in the *4.5 - Incident, Illness, Injury or Trauma Policy* will be followed.

Excursion Evaluation and Reflection

Educators will inform the assessment of the evaluation of the excursion. Typical observations and documentation addressing the children and young people's learning and wellbeing outcomes will be recorded. Additionally, at the next team meeting, the excursion and risk management plans will be evaluated collectively. Where improvements have been identified, these ideas will be recorded and implemented in future plans for excursions.

Transportation/Travel

The following transportation and travel procedures only relate to travel occurring as part of an excursion. Any other travel related matters are contained in the policy *Transport for Children and young people Other Than Excursions*.

Selecting Transportation

The Service will ensure any transportation of children and young people upholds all relevant legislation and guidelines, including:

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

Seatbelts and Restraints

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

- Bus transport with 13 or more seats does not need to be fitted with seatbelts and child restraints are not required, however, where possible the Service will select buses/coaches with seatbelts as a preference.

- Australian Standard (AS/NZS 1754) child restraints are required for four to seven-year olds when traveling in a car (other than taxi) or a van/bus with 12 or less seats. In these circumstances all passengers have to wear seatbelts.
- Public transport - child restraints are not required on buses, trains or personalised transport services such as taxi, limousine and ride-booking services.

Transitioning Between Transport, Premises and Destinations

- The risk assessment prepared for the excursion will illustrate the specific steps for children and young people:
 - Entering and exiting the service's premises, pick-up location and destination
 - Embarking and disembarking the means of transport, including how children and young people will be accounted for
- Generally, the service will conduct a face count or roll to account for children and young people periodically throughout the excursion and for critical points such as transitioning between locations. Specific steps will be developed as per the context of the excursion.
- Locations for travel embarking and disembarking will consider the relevant risks, where possible the safety location will be selected for transitioning.
- Consideration will be made to appointing a particular educator to the role of accounting for children and young people as they transition between the means of transport and relevant locations.

Vehicle Breakdown/Accident

- In the event of an incident occurring during an excursion, procedures as set out in the *Incident, Illness, Injury or Trauma* Policy be followed.
- In the event of a vehicle breakdown, while waiting for replacement transport/repairs, children and young people will be kept safe, comfortable and occupied with suitable activities. The Nominated Supervisor or delegate will communicate the situation and remedies to families via relevant communication channels.
- In the event of a late return to the Service, every effort will be made to notify parents e.g., to arrange for a notice to be displayed at the Service or to contact parents individually.

Section	Revision date
Written	December 2007
Last Reviewed / amended	January 2024

3.6 Transport of Children and young people Other Than Excursions

The service recognises children and young people are considered to be under the care of an education and care service at the point the service is taken to assume responsibility for their care and wellbeing. The National Law and National Regulations will then apply at this time. The Approved Provider understands at the time they assumed to have responsibility under the National Law, they have a duty for the safety, health and wellbeing of all children and young people while in the care of the service/s. Transportation forms part of the service and therefore the duty to care for children and young people during transportation. All travel will uphold high standards of safety and protection. Transportation of children and young people other than for the purpose of an excursion may include but is not limited to transporting children and young people to/from their place of residence; school or nominated destination in accordance to permissions gained from their parent/guardians and in accordance to this policy.

Operating Safe Transportation

The service understands the inherent risk and matters of compliance associated with transporting children and young people. Therefore, the following steps will be taken by the service before any child will participate in regular transportation:

- For each proposed route/method of transportation risk assessments will be completed and updated within a 12-month period, identifying all foreseeable hazards, and ensuring these are appropriately managed/controlled;
- The Approved Provider, or an appropriate delegate, is to confirm the approval of risk-assessments and activities with significant risk prior to the undertaking of any new proposed means of regular transport.
- Written authorisation from a parent (or any authorised person) will be obtained by the service.

Approved risks assessment developed for transporting children and young people will be made available to parents (or relevant authorised nominee) prior to or at the time of written permission. The service recognises the regulatory requirements for conducting the risk assessments for regular transportation and their maintenance within a 12-month period. All risk assessment will use documentation that satisfies all the legislated requirements to ensuring the safety and protection of children and young people is maintained.

Parent (or authorised nominee) permission will be obtained via a form, either on enrolment or when regular transportation is required or requested. All permission forms will be stored in a manner consistent with the service's record keeping policy.

To remove any doubt, Educators will not be permitted to transport children and young people in their own private vehicle for excursions or otherwise.

The Approved Provider also recognises their duty to comply with Education and Care Services National Regulations 99, 102A-102D, & 168(2) (ga).

Relevant Laws and Provisions

- · Education and Care Services National Law Act, 2010 and Regulations 2011
- · QLD Transport Operations (Road Use Management) Act 1995 · Transport Operations (Passenger Transport) Act 1994
- · Work Health and Safety Act 2011 and Regulations 2011
- · National Quality Standard, Quality Areas: 1 – Educational program and practice; and 2 – Children and young people’s health and safety
- Related Policies
- · 2.2 Statement of Commitment to the Safety and Wellbeing of Children and young people and the Protection of Children and young people from Harm
- · 2.4 Arrivals and Departures of Children and young people
- · 6.3 Work Health and Safety
- · 10.1 Managing compliance with the National Quality Framework (NQF)

Procedures

Before any transport is provide or facilitated by the service other than as part of an excursions, the following steps must be completed:

- A risk assessment covering all aspects listed in this policy, completed within the previous 12 months
- Authorisation by a parent or other persons named on the enrolment form, which covers the details listed in this policy

The Services capabilities for meeting the needs of the families should be taken into consideration prior to offering any means of transport other than transporting children and young people for an excursion. Regular transportation may be offered at the time of enrolment or when a need arises. Alternative arrangements (contingency plans) will be planned in case of changed weather conditions or other unforeseen circumstances. The service will only operate transportation in conditions where it is safe to do so.

Risk Assessments

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

All excursion risk assessments will follow the service's risk assessment policy (10.9 Risk Management).

The risk assessment will:

1. identify and assess risks that the excursion may pose to the safety, health or wellbeing of any child being taken on the excursion; and
2. specify how the identified risks will be managed and minimised.

And consider:

3. the proposed route and destination of the transportation;
4. the proposed pick-up location and destination;
5. the means of transportation;
6. any requirements for seatbelts or safety restraints under a law of each jurisdiction in which the children and young people are being transported;
7. any water hazards;
8. the number of adults and children and young people involved in the transportation;
9. given the risks posed by transportation, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialised skills are required; and
10. whether any items should be readily available during transportation (mobile phones, emergency contact numbers);
11. the process for entering and exiting—
 - a. the education and care service premises; and
 - b. the pick-up location or destination (as required); and
12. procedures for embarking and disembarking the means of transport, including how each child is to be accounted for on embarking and disembarking.

All risk assessment for transporting children and young people will be completed by using the service's Transportation Risk Assessment Template.

Endorsement of Risk Assessments

Risk assessments will be required to be endorsed by the Approved Provider, or an appropriate delegate. The Nominated Supervisor should provide sufficient communication to ensure sufficient time for consideration and approval.

Authorisations

Written authorisation from a parent (or other persons named with authorisation on the enrolment form), will be held by the service before the child is to be transported. The service will require written permission with

all relevant details from the parent or authorised nominee. A detailed risk assessment must be issued either prior to or at the time of requesting authorisation. If the transportation is regular transportation, authorisation is only required to be obtained every 12 months.

The written authorisation for transporting a child whilst in the care of the service must contain:

1. the child's name;
2. the reason the child is to be transported;
3. if the authorisation is for regular transportation, a description of when the child is to be transported;
4. if the authorisation is not for regular transportation, the date the child is to be transported;
5. a description of the proposed pick-up location and destination;
6. the means of transport;
7. the period of time during which the child is to be transported;
8. the anticipated number of children and young people likely to be transported;
9. the anticipated number of staff members and any other adults who will accompany and supervise the children and young people during the transportation;
10. any requirements for seatbelts or safety restraints under a law of each jurisdiction in which the children and young people are being transported;
11. that a risk assessment has been prepared and is available at the education and care service;
and
12. that written policies and procedures for transporting children and young people are available at the education and care service.

Providing Transport

Seatbelts and Restraints

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

- Bus transport with 13 or more seats does not need to be fitted with seatbelts and child restraints are not required, however, where possible the service will select buses/coaches with seatbelts as a preference.
- Australian Standard (AS/NZS 1754) child restraints are required for four to seven-year olds when traveling in a car (other than taxi) or a van/bus with 12 or less seats. In these circumstances all passengers have to wear seatbelts.
- Public transport - child restraints are not required on buses, trains or personalised transport Services such as taxi, limousine and ride-booking Services.

Vehicle Compliance and Safety

- The service will only operate vehicles which are fully registered and adequately insured.

- The driver of the vehicle is to complete an inspection before transporting any children and young people. Any concerns regarding the vehicle's safety or maintenance will be reporting to the Nominated Supervisor immediately.
- The driver will be suitably licenced to operate the vehicle. Where the driver is an employee, a copy of the driver's licence will be noted in the employee records.
- All drivers must operate the vehicle in a safe manner. Where conditions are not safe to operate the vehicle, the driver must notify the Nominated Supervisor to coordinate contingency plans.

Transitioning Between Transport, Premises and Destinations

- The risk assessment prepared for the excursion will illustrate the specific steps for children and young people:
 - o Entering and exiting the service's premises, pick-up location and destination
 - o Embarking and disembarking the means of transport, including how children and young people will be accounted for
- The service adopts sound procedures to account for children and young people being transported. These procedures will include record keeping to ensure compliance and quality. Specific steps will be developed as per the context of the transportation being offered and will be documented in the risk assessment.
- Locations for travel embarking and disembarking will consider the relevant risks, the safest identified location for pick-up and disembarking will be chosen.

Vehicle Breakdown/Accident

- In the event of an incident occurring during an excursion, procedures as set out in the Incident, Illness, Injury or Trauma Policy be followed.
- In the event of a vehicle breakdown, while waiting for replacement transport/repairs, children and young people will be kept safe, comfortable and occupied with suitable activities. The Nominated Supervisor or delegate will communicate the situation and remedies to families via relevant communication channels.
- In the event of a late return to the service, every effort will be made to notify parents e.g., to arrange for a notice to be displayed at the service or to contact parents individually.

Section	Revision date
Written	December 2007
Last Reviewed / amended	January 2024

3.7 Physical Activity Policy

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *'My Time, Our Place' Framework for School Age Care*
- *Duty of Care*
- *Physical Activity and Sedentary Behaviour Guidelines for Children and young people 5-12 years*
- *NQS Area: 1.1.1, 1.1.2, 1.1.5, 1.1.6; 1.2; 2.1.1; 2.2.2; 2.3.1, 2.3.2; 3.1; 3.2; 4.1; 5.1; 5.2; 6.2.1, 6.3.3; 7.1.2; 7.2.1, 7.3.5.*
- *Policies: 2.3 – Educator Ratios, 2.11 – Including Children and young people with Special/Additional Needs, 3.1 – Educational Program Planning, 3.3 – Educator's Practice, 4.8 – Sun Safety, 6.1 – Space and Facilities Requirement, 6.2 – Provision of Resources and Equipment, 8.4 – Educator Professional Development and Learning.*

Procedures

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

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

- promote safe physical play for children and young people of different age groups and capabilities;
- stimulate children and young people's interest and curiosity by being creative in their use of equipment and materials;
- Offer a range of challenges and experiences, inviting children and young people to explore, discover and experiment;
- Facilitate the inclusion of children and young people with special/additional needs;
- Support children and young people to create their own games and experiences.

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

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

Educators will encourage and provide appropriate support to children and young people to participate in new or unfamiliar physical experiences.

Educators will act as good role models by becoming involved in and enjoying children and young people's physical activities.

Amount and types of Physical Activity

OSHC contributes to the recommended daily physical activity for children and young people in accordance with the physical activity recommendations for 5-12 year olds as published by the Australian Government Department of Health and Ageing.

Children and young people are actively encouraged to participate in a combination of moderate and vigorous physical activities every day, as part of play and games.

To encourage children and young people to play outdoors, television, computer and/or game consoles will be restricted to certain times of the day.

The service will vary activity sessions to provide opportunities for children and young people to participate in a variety of activities that are fun, suit their interests, skills and abilities and help to build their confidence.

Educators may incorporate water-based play activities into the outdoor environment ensuring risk assessments have been conducted prior to implementation.

Safe and supportive environments

Playgrounds, indoor and outdoor environments are checked regularly to ensure they are safe to use.

- All physical activity sessions will be adequately supervised by an educator/s.
- In adverse weather conditions, outdoor playing time is substituted with equivalent indoor activities.
- Educators and children and young people wear broad-brimmed hats and apply a 30+ sunscreen on exposed skin at regular intervals when involved in outdoor activities (see Policy 4.8 – Sun Safety).

- During outdoor play, children and young people will be encouraged to play in shaded areas.
- Drinking water is readily available with educators encouraging children and young people to access it.
- A well maintained first aid kit is on hand at each activity session.

Equipment

A wide range of safe, adequate and appropriate equipment for physical activity is available for children and young people and, there are a variety of facilities available for children and young people to use.

All play equipment is regularly maintained and cleaned with broken items identified and removed.

Equipment provided is flexible enough to allow children and young people to move resources and equipment inside and/or outside to extend their learning opportunities.

Learning about physical activity

Educators inform children and young people about the importance of physical activity for future health and wellbeing.

Physical activity information and guidelines for parents is available at the sign-in area.

There is allowance in the service budget for educators to attend training in relation to physical activity for children and young people.

Appropriate physical activity manuals and other resources are available at the service.

This policy was adapted from Qld Health 'PANOSH' Physical activity policy for OSHC.

Culture and physical activities

Staff at Bulimba State School Outside School Hours Care recognize that many games have stood the test of time and are often passed on from one generation to the next, frequently by word of mouth.

Children and young people themselves are often the experts, deciding when, where and how to play.

In the playground, children and young people create many of their own games or variations of games they know. Many games will go in and out of fashion (e.g., Hopscotch or Yo Yo's). Staff of Bulimba State School Outside School Hours Care will talk with children and young people, families and community members to gather ideas of games to include and where they come from.

These include:

- Identifying the games the children and young people are playing

- Collecting games from parents and grandparents that they played when they were young
- Recognising major events (e.g., Olympic Games, a circus coming to town, Walk for Paws Day, football grand finals, soccer world cup)
- Getting children and young people to start up an archive or book to store games they play in the playground; take photos, write out the rules, record results, achievements and funny stories.

Endurance, flexibility and strength all contribute to a healthy body. Bulimba State School Outside School Hours Care combine the three types of physical activity for best results:

- Endurance activities that strengthen the heart and lungs such as running, jumping and swimming
- Flexibility activities that encourage children and young people to bend stretch and reach, such as gymnastics and dancing.
- Strength building activities that build strong muscles and bones such as climbing or swinging across the playground ladder.

Section	Revision date
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Last Reviewed / amended	January 2024

3.8 Extra-Curricular Activities

The Service recognises that extra-curricular activities provide opportunities for children and young people to engage in enriching extension programs which support their growth and development. Where possible, the service will work with local and wider community groups to support the provision of such activities within the legislative framework for OSHC.

The Service understands, from time to time, extra-curricular activities may be provided within the school grounds and that some families may wish to access these for their children and young people who are attending OSHC. It is therefore essential to implement practices which support the needs of children and young people and families without compromising the capacity to provide quality care for all children and young people attending the service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 1.1.2, 1.1.3, 1.1.5; 1.2.2; 2.3.1; 4.1; 6.1.1; 6.2.1; 6.3.2; 7.3.1, 7.3.4, 7.3.5.*
- *Policies: 2.3 – Educator Ratios, 3.11 – Escorting Children and young people, 9.3 – Communication with Families.*

Procedures

The family shall be responsible for informing the OSHC service of any extra-curricular activities that the child/ren may be involved in whilst enrolled and registered to attend the service. This may be done by completing the Extra-Curricular Activities Permission Form.

The Coordinator shall discuss with the family the impact that this may have on the service. Such discussion shall include whether the child will be signed out of care by the OSHC or the activity provider and who shall be responsible for collecting the child and/or returning them to the service when the activity is over.

Suitable negotiations and arrangements shall be made to decide whether or not the service will be able to provide additional assistance to the family in having their request met if they are asking for their child/ren to be dropped off or collected from the activity (see policy 3.11 – Escorting Children and young people).

In making an appropriate decision, the Coordinator shall be required to consider:

- The accessibility and availability of educators to fulfil such functions;

- Legislative implications for the service such as maintaining ratios;
- Any financial implications or impacts on the service;
- Any negative impacts on other children and young people attending the service who are not directly involved in the extra-curricular activity;
- Manageability.

The Coordinator shall maintain the right to make an appropriate decision regarding possible arrangements.

The family shall maintain the right to appeal the decision of the Coordinator through the service's grievance procedure. This should be directed to the P&C Services Manager following procedures set out in the service Complaints Handling Policy (see Policy 9.5).

Section	Revision date
Written	July 2008
Last Reviewed / amended	January 2024

3.9 Creativity and Expressive Arts

The Service recognises that by providing access to creative and expressive arts opportunities for children and young people it encourages them to have fun, enjoyment, mastery and success. Children and young people are encouraged to work collaboratively with educators and other children and young people, to initiate and contribute to experiences from their own ideas.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *'My Time, Our Place' Framework for School Age Care*
- *NQS Area: 1.1.1, 1.1.2, 1.1.4, 1.1.5, 1.1.6; 1.2.1, 1.2.2; 2.3.1, 2.3.2; 3; 4.1; 4.2.1; 6.3.3; 7.1.2, 7.2.1, 7.3.5.*
- *Policies: 3.1 – Educational Program Planning, 3.3 – Educators Practice, 6.2 – Provision of Resources and Equipment.*

Procedures

When planning creative and expressive arts experiences, individual children and young people's needs, interests, ages and capabilities will be taken into consideration.

Educators will encourage children and young people to actively participate in a variety of creative and expressive experiences including art and craft, singing, dancing and imaginative play.

Educators will encourage and provide appropriate support to children and young people to participate in new or unfamiliar creative and expressive arts experiences.

Educators will ensure the program provides a balance of planned experiences as well as those which are spontaneous and child initiated.

Educators will encourage children and young people's efforts to extend and express themselves creatively by providing open ended resources and materials, musical instruments, dress-ups, cd's and/or a stereo.

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

- promote safety for children and young people of different age groups and capabilities;
- stimulate children and young people's interest and curiosity by being creative in their use of equipment and materials;

- Offer a range of challenges and experiences, inviting children and young people to explore, discover and experiment;
- Facilitate the inclusion of children and young people with special/additional needs;
- Support children and young people to create their own experiences.

Educators will encourage children and young people to help plan, set up and document creative and expressive activities and experiences.

Educators will allow sufficient time and space for children and young people to engage in sustained or extended activities based on the interest and capabilities of the children and young people.

Section	Revision date
Written	July 2008
Last Reviewed / amended	January 2024

3.10 Observational Recording Policy

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Privacy Act 1998 and Regulation 2013*
- *'My Time, Our Place' Framework for School Age Care*
- *NQS Area: 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5; 1.2; 2.2.2, 2.3.4; 3.2; 3.3.1; 4.2.1, 5.2.2, 5.2.3; 6.3.2; 7.1.2; 7.2.1, 7.2.3; 7.3.1, 7.3.5.*
- *Policies: 2.1 – Respect for Children and young people, 2.5 – Reporting of Child Abuse, 2.10 – Reporting Guidelines and Directions for Handling Disclosure and Suspicions of Harm, 2.13 – Use of Photographic and Video Images of Children and young people, 3.1 – Educational Program Planning, 3.2 – Program and Documentation Evaluation, 8.1 – Role and Expectations of Educators.*

Procedures

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

The service shall take a collaborative approach to the documenting of children and young people's participation in the program as educators work with children and young people to document their experiences and learning through a variety of methods including, but not limited to:

- Diary entries;
- Anecdotes;
- Photographs;
- Journals;
- Learning stories;
- Collaborative learning stories
- Programming notes; and
- Evaluation forms.

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

As part of the services ongoing planning, reflection and evaluation processes, educators will be required to document various aspects of children and young people's learning and experiences within the program to ensure the services' identified goals are met. A full and descriptive list of the service's documentation practices can be found in the Programming Framework document.

The service may from time to time require educators to document long records of observations, particularly in respect to behavioural incidents or issues relating to child protection matters.

The records and observations, if appropriate, may be made available to families upon request but shall under no circumstances breach confidentiality or privacy of another child or family in the sharing of such information.

Educators shall receive appropriate training and support to develop their observational recording skills.

Section	Revision date
Written	May 2010
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3.11 Escorting Policy

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

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Family and Child Commission Act 2014*
- *NQS Area: 2.3.1, 2.3.2; 4.1; 6.1.1; 6.2.1; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 2.3 – Educator Ratios, 3.5 – Excursions, 3.8 – Extra-curricular Activities, 9.3 – Communication with Families.*

Procedures

The service will seek written permission from a parent/guardian (or authorised nominee) for any activity requiring their child/ren to be escorted to/from the OSHC premises, including for the purposes of excursions.

If the excursion/outing is a regular one, written permission is only required to be obtained once in a 12-month period, unless there is significant change (i.e., building works).

Parent/guardian permission shall be obtained prior to the planned excursion or activity. Information included as part of the parent permission will include, but not be limited to:

- Reason for excursion or planned activity;
- Date and description of planned activity;
- Method of transport and proposed travel time;
- Ratio of educators to the number of children and young people attending.

The service shall develop a risk assessment and implement a management plan to ensure the safety and wellbeing of all children and young people and staff during excursions/escort periods. All

educators will need to read and sign off on risk assessments prior to excursions or escorting of children and young people.

The service shall maintain an appropriate ratio for excursions and/or activities where children and young people are required to be escorted to another area.

The service shall ensure confidential storage and maintenance of parent/guardian permission relating to excursions and/or escorting of children and young people.

Section	Revision date
Written	May 2010
Last Reviewed / amended	January 2024

3.12 Sustainability Practices Policy

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Environmental Protection Act 1994, Environmental Protection Regulation 2008*
- *NQS Area: 3.3*
- *Policies: 3.1 – Educational Program Planning, 3.3 – Educator Practices, 6.5 – Use and Maintenance of Air Conditioning, 8.10 – Employee Orientation and Induction, 9.3 – Communication with Families, 9.3 – Communication with Community, 9.6 – Parent and Community Participation.*

Procedures

The Service Coordinator and educators will be encouraged to follow sound environmental practices and understand their role in positive modelling for the children and young people.

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

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

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

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

Section	Revision date
Written	October 2007
Last Reviewed / amended	January 2024

3.13 Water Safety Policy

The service acknowledges that water activities are a significant part of both our Queensland culture and typical leisure activities for children. The service has an opportunity to include water activities as part of the program to promote health, play and leisure. The procedures contained in this policy are designed to address the inherent risks associated with swimming and water-based activities.

The service recognises that the safety of children in and around water is of the highest priority, with effective supervision being a key determinate of safety. Throughout all water activities, children will be closely supervised. Likewise, risk assessment and planning will be fundamental to ensure the environment and systems to protect children are adequate.

To remove any doubt, the scope of this policy includes swimming activities, water play and excursions in or near water. The safe consumption of water is addressed in [Nutrition, Dietary Requirements, and Food Safety](#)

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of care*
- *Family and Child Commission Act 2014*
- *NQS Area: 2.3.1, 2.3.2; 4.1.1*
- *Policies: 2.3 – Educator Ratios, 2.11 – Including Children and young people with Special/Additional Needs, 3.1 – Educational Program Planning, 3.3 – Educator Practices, 3.5 – Excursions, 3.7 – Physical Activity, 4.8 – Sun Safety, 9.3 – Communication with Families, 10.9 – Risk Management and Compliance.*

Procedures

The Nominated Supervisor/ Coordinator will:

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

Educators will:

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

If Grey water systems and/or water tanks are located within the service environment they will be labelled with 'do not drink' signage to ensure children and young people are not accessing this water for drinking or hand washing.

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

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

Swimming Activities

All bodies of water present a significant risk to children and young people therefore the service will ensure the following procedures are implemented:

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

Section	Revision date
Written	October 2013
Last Reviewed / amended	January 2024

3.14 Valuing Diversity, Culture and Reconciliation Policy

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *QLD Anti-Discrimination Act 1991*
- *NQS Area: 1.1.2, 1.1.5; 5.1.1, 5.1.3; 5.2.3; 6.1.2; 6.2.1, 6.2.2; 6.3.1, 6.3.3, 6.3.4; 7.3.1, 7.3.5*
- *Policies: 2.1 – Respect for Children and young people, 2.9 – Inclusion and Anti-bias, 2.11 – Including Children and young people with Special/Additional Needs, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 5.6 – Menu Development, 8.4 – Educator Professional Development & Learning, 9.2 – Enrolment, 9.3 – Communication with Families, 9.4 – Communication with Community, 9.6 – Parent and Community Participation*

Procedures

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

Coordinators and educators support children and young people's cultural experiences through:

- Talking about culture with children and young people;
- Responding to children and young people's curiosity about culture with thoughtful and appropriate experiences;
- Encouraging children and young people to value the multiple ways of seeing, being and belonging;
- Actively challenge bias through conversations;
- Demonstrate principles of equity and anti-bias through their own behaviour and interactions with others.

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

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

Management, Coordinators and educators will demonstrate value and respect for Australia's Aboriginal and Torres Strait Islander cultures and collaborate on the development of a reconciliation plan which includes:

- Identifying the local elders within the community;
- Building a relationship with local elders and exploring ways in which these elders can share in the service's plan for reconciliation;
- Including an 'Acknowledgement to Country' in appropriate ceremonies and events;
- Other aspects as seen relevant to supporting the local needs of the service.

Section	Revision date
Written	October 2013
Last Reviewed / amended	January 2024

3.15 Cooking with Children and young people Policy

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *NQS Area: 1.1.2, 1.1.3, 1.1.5; 1.2.2; 2.1.1, 2.1.3; 2.2.1; 2.3.1, 2.3.2; 3.1.1, 3.1.3; 3.2.2; 4.1.1, 4.2.1; 5.1; 5.2.1; 6.1.2; 6.2.1; 7.3.5.*
- *Policies: 2.1 – Respect for Children and young people, 2.3 – Educator Ratios, 2.9 – Inclusion and Anti-bias, 2.11 – Including Children and young people with Special/Additional Needs, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 4.3 – Hygiene, 5.1 – Food Handling and Storage, 5.2 – Food and Nutrition, 5.5 – Cleaning and Sanitising, 5.6 – Menu Development, 6.1 – Space and Facilities, 6.2 – Provision of Resources and Equipment, 9.3 – Communication with Families, 9.6 – Parent and Community Participation.*

Procedures

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

As part of the Enrolment process, we require families to grant written permission to allow children and young people to participate in supervised cooking experiences which are age appropriate and may include the use of cooking equipment including stove tops, ovens, toasters, kettles, electric frying pans, knives and hot cooking utensils.

When planning cooking experiences for the program, educators will ensure healthy food options are considered as first preference with occasional foods being kept to a minimum.

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

- The risk benefit analysis;
- Ages of the children and young people participating;
- Number of children and young people participating;
- Ingredients and allergies;
- Cooking utensils available;

- Exposure to extreme heat;
- Hygiene; and
- Food preparation practices.

Section	Revision date
Written	October 2013
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3.16 Sleep and Rest Policy

The health, wellbeing and comfort of children attending OSHC includes access to sleep, rest and relaxation. The service will structure the environment, practices and program to ensure children needing or seeking calmer and quieter areas for play and leisure can access these when required.

The age, developmental stage and the individual needs of each child is a central component of the planning and structure of the program. We recognise that each child is unique and their requirements for sleep and rest will vary. The program will be developed to consider the variability and diversity of children's needs.

Parents are welcome and encouraged to discuss and contribute to the planning of the program to ensure their child's individual sleep, rest and relaxation needs are met.

The service's physical environment will be shaped with provision of inviting areas for calm and restful play. Resources and facilities where children can lay down in comfort will be available during all sessions. If needed, children will be provided with a suitable area to sleep. Where resources such as bedding and linen is used, these will be cleaned and appropriately stored after each occasion.

Relevant Laws and other Provisions

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *NQS Area: QA1, QA2, QA3, QA5 & QA6*
- *Policies: 2.1 – Respect for Children and young people, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 6.1 – Space and Facilities, 6.2 – Provision of Resources and Equipment, 9.3 – Communication with Families.*

Additional Regulatory Context and Guidance

- [Queensland Health - Healthy sleep in children factsheet](#)
- [Article 31 of the UN Convention on the Rights of the Child](#)

Key Tasks and Responsibilities

Sleep and Rest Facilities	The Approved Provider is to ensure sufficient facilities and physical space is available for children's access to sleep and rest. The Nominated Supervisor will ensure the facilities are appropriately maintained and used, including reporting additional requirements or improvements.
Supporting Rest	The Nominated Supervisor and Educational Leader are responsible for the coordination and plans and practices to ensure children have access to suitable rest and sleep settings. Educators are to use their insight into the needs of children and provide access to relevant facilities.

Procedures

Recognising Children's Needs

All educators will be provided with instruction around children's rights to rest, relaxation and leisure. Additionally, the wellbeing and comfort of children will be an ongoing aspect of reflection surrounding the program. The service will be responsive to the needs of children, demonstrating flexibility around how the program is facilitated. Where needed, children are welcome and encouraged to engage in sleep, quiet and/or downtime experiences.

Shaping the Environment for Rest and Relaxation

As part of the educational program, restful activities and downtime experiences will be offered throughout the session/day. Where a child is displaying characteristics of fatigue and tiredness, educators will encourage and support the child to access the relevant quiet areas.

For every session of care, the physical environment is thoughtfully configured so children can access a range of play types, including downtime, restful and quiet experiences away from activities where robust or energetic play is occurring.

Collaborating with Families

Like all aspects of care and programming, families are encouraged to discuss their child's needs with the OSHC leadership team so these can be included in routines and practices. Where specific and intensive sleep and rest is required, individual plans will be created.

As part of the ongoing development of the program, educators will continue to consult with children around preferences for rest and relaxation at OSHC. Where preferences are identified, these will be documented and included in critical reflection and planning.

Protocols for Children Seeking Sleep

Where a child is seeking an area to sleep or rest, then the sofa bed in the office can be made up using a clean sheet from the laundry cupboards.

The area will be kept free of active games or loud activities to be as reasonably quiet as possible.

Bedding that is stored in the laundry cupboards and can be used to make the child comfortable.

An educator will position themselves to supervise the general area where the child is resting. There is always a responsible person in charge on duty in the office.

Once the child has finished sleeping or resting all bedding will be placed in the laundry for washing.

All bedding must be washed after a single use. Clean bedding is returned back to the laundry cupboards for storage.

Section	Revision date
Written	October 2023
Last Reviewed / amended	January 2024

Policy Group 4 - Health and Wellbeing

4.1 General Health and Safety Policy

This Service strives, through the following specific policies and procedures, to provide a safe, clean and healthy environment where safety and hygiene procedures are practised at all times to promote and support the health, wellbeing and safety of children and young people, recognising particular needs of children and young people in this respect, and of educators, staff members, parents and others coming to the Service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Child Protection Act 1999 and Regulation 2000*
- *Work Health and Safety Act 2011 and Regulations 2011*
- *NQS Area: 2.1.1, 2.1.3, 2.1.4; 2.2.1; 2.3.1, 2.3.2, 2.3.3; 3.1.1, 3.1.2; 3.2.1; 4.1; 6.1.1; 6.2.2; 6.3.3, 7.1.2; 7.3.1; 7.3.5.*
- *Policies: 4.5 – Illness and Injury, 4.6 – Medication, 4.8 - Sun Safety, 5.1 – Food Handling and Storage, 9.2 – Enrolment.*

Procedures

The enrolment procedures (see Policy 9.2) will include the requirement that parents advise any particular health issues (including medications, special dietary or other requirements) and any other specific needs of their children and young people.

The Coordinator will ensure that all educators and other staff members are aware of all such specific notified needs.

The Coordinator will ensure that educators have appropriate education or training to enable them to undertake basic support of the health needs of children and young people, including administering medications, allergic reactions, basic first aid and special dietary requirements.

The Coordinator must ensure that, at least one educator with the required first aid qualifications, anaphylaxis management and emergency asthma management training as prescribed under Education and Care Services National Regulations 2011 (Part 4.4, 136(1)), is in attendance at any place children and young people are being care for, and immediately available in an emergency, at all times children and young people are being cared for (i.e. children and young people go to oval or park, then a qualified first aid person must go with them).

To ensure the environment is safe for children and young people, the Coordinator will be responsible to ensure that the relevant daily safety checklists are completed, prior to the children and young people having access to those areas.

Educators will ensure that equipment is:

- cleaned as per the cleaning checklist;
- used safely by the children and young people, and;
- is used for its correct purpose.

Risk assessments will be conducted for high risk activities and/or events including excursions. Educators will actively supervise children and young people within their area.

Educators will ensure that they, and the children and young people, have applied a SPF30+ sun screen and wear a broad brimmed hat, prior to outdoor play. Timing of outdoor activities will be guided by the Sun Safety Policy (see Policy 4.8), specifically the UV rating for the day.

Children and young people who are unwell will be isolated from other children and young people in a quiet area.

Educators will ensure that all food handling and storage procedures are followed to prevent the risk of contamination.

Section	Revision date
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4.2 Infectious Diseases Policy

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

Accordingly, all people (including children and young people, educators and parents) with or potentially exposed to an infectious disease will be excluded from the service as itemised in the NHMRC '*Staying Healthy in Childcare*' resource and/or the Queensland Health's '*Time Out: keeping your child and other kids healthy*'.

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

The service acknowledges the need for a coordinated approach to dealing with situations of infectious diseases in the community. The service may implement a response strategy as per government health guidelines for Infectious Disease Pandemic.

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

Related Policies

- 4.3 Hygiene, Health and Wellbeing
- 4.5 Incident, Illness, Injury or Trauma
- 6.3 Work Health and Safety
- 8.17 Fit for Work
- 9.2 Enrolment and Orientation
- 9.3 Interactions and Communication with Families
- 10.8 Information Handling (Privacy and Confidentiality)

Relevant Laws and other Provisions

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Public Health Regulations 2018
- National Quality Standard, Quality Area 2 – Children and young people's health and safety

Procedures

Monitoring

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

The current NHMRC resource 'Staying Healthy in Childcare' will be referred to when making decisions in regard to infectious (communicable) diseases and/or exclusion periods. Fact sheets may also be accessed through the Queensland Health website. Only reputable sources of information will be used for decision-making and communication with families.

Symptomatic at OSHC

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

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

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

This record will be stored confidentially (see *Policy 10.8 – Information Handling (Privacy and Confidentiality)*).

Parents Notifying the Service of Infectious Disease

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

other immediate family members, may be suffering. The Nominated Supervisor, Approved Provider and staff member will consult on risk and suitable management plans (including exclusion, if necessary).

Parents/guardians are advised through the enrolment process and the Family Handbook that children and young people who are ill cannot attend the service. Children and young people presenting with sickness symptoms will be asked to be collected from the service.

Reporting of Occurrences

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

Notification to Parents

Where the service has been informed of an instance of infectious disease being potentially exposed to children and young people attending the service, a notice stating this occurrence will be displayed at the service in a prominent location. Additionally, the Nominated Supervisor will send an email directly to all families that may have been exposed. *No private, confidential or identifying information will be contained in any notice.*

Exclusion

All people, including children and young people and educators, who are suffering from any infectious diseases need to be excluded from the service to prevent others from being introduced to the infection. When any such person is found to be showing signs of any infectious disease:

- For children and young people, their parents/guardians will be asked to immediately collect their child and seek medical advice
- For educators and staff, they will immediately be released from work in order to seek immediate medical attention and for the period of the infectious disease
- For parents or other adults, they will be required to leave the premises of the service immediately and not re-enter the premises until they are no longer suffering from the infectious disease

Where a person displays relevant symptoms or where a medical practitioner diagnoses an infectious disease, the child/educator may be excluded for the recommended period as per NHMRC guidelines.

For diseases which are published as requiring a doctor's certificate clearing the child/educator, the doctor's certificate will be provided before the child/educator is re-admitted to the service.

Immunisation

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

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

Notifiable Conditions

Queensland Health publishes a list of notifiable conditions on its website

(<https://www.health.qld.gov.au/clinical-practice/guidelines-procedures/diseases-infection/notifiable-conditions/list#types>).

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

Hygiene Practices

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

- routine handwashing,
- cough and sneeze etiquette,
- effective cleaning and sanitising,
- disposing of contaminated materials,
- covering any cuts or abrasions with a waterproof dressing, and
- the use of gloves for touching items/area containing bodily fluid, mucus, biological hazards etc.

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

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

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4.3 Hygiene Policy

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

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

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

Related Policies

3.1 Educational Program Design and Implementation

4.2 Infectious Diseases

4.5 Incident, Illness, Injury or Trauma

5.1 Food Handling and Storage

5.2 Food and Nutrition

6.1 Space and Facilities Requirement

6.3 Work Health and Safety

8.17 Fit for Work

9.2 Enrolment and Orientation

9.3 Interactions and Communication with Families

10.8 Information Handling (Privacy and Confidentiality)

Relevant Laws and Provisions

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Work Health Safety Act 2011
- National Quality Standard, Quality Areas: 1 – Educational program and practice; 2 – Children and young people's health and safety; 3 – Physical environment; and 6 - Collaborative partnerships with families and communities.

E&CS Legislation Compliance

Education and Care Services National Regulations 77 & 109.

Procedures

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

A very effective method to prevent the transmission of disease and illness is through effective hand hygiene. In doing so, people remove both dirt and germs/viruses from their hands.

Facilities

- The Approved Provider will ensure adequate handwashing facilities are available for children and young people and educators to wash their hands readily.
- The Nominated Supervisor will manage supplies and resources. The service will ensure enough stock is kept on-site to replace items like soap and paper towel as needed.
- Appropriate signage will be displayed near the handwashing facilities to reinforce effective handwashing behaviours.

Practices

- Educators and children and young people will wash and dry their hands with soap, water and disposable towel when:
 - Handling, preparing and eating of food;
 - Before and after giving first aid;
 - After toileting, handling of animals or other activities which could lead to the spread of infection;
 - After coughing, sneezing or blowing their nose; and
 - After contact with/cleaning of body fluids (blood, mucus, vomit, urine, faeces etc.).
- Routine hand washing will be implemented daily by all children and young people before possible contamination activities (e.g., eating breakfast or afternoon tea)
- In the first instance, soap and running water is the preferred method to ensure clean hands.

- Hand washing (scrubbing hands) should last at least 20 seconds

Hand Sanitisers

- Hand sanitisers will not typically replace soap and running water, however, in certain situations such as on excursions when soap and running water are not available a hand sanitiser may be used:
 - Apply the recommended amount onto dry hands;
 - Rub hands together so the hand rub comes in contact with all parts of the hands; and
 - Keep rubbing until the cleaner has evaporated and hands are dry.
- Hand sanitisers will only be available with adult supervision.

Personal Hygiene

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

Hygiene and Health Promotion

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

Gloves

- Gloves will be used;
 - When coming into contact with bodily fluids (e.g., blood, mucus, vomit, urine, faeces etc.)

- Food preparation – gloves will be used as required for the food safety practices
- Cleaning – Gloves will be made available for cleaning
- Used gloves are to be disposed of immediately after use to be inaccessible from children and young people or others.

Service Cleanliness

- Work health and safety practices, including daily routines and checklists will support the service’s commitment to maintain a hygienic and clean environment for children and young people.
- This will be additionally be supported by:
 - Educators ensuring all toys, dress-up clothes, paint shirts and other materials and resources are maintained to be clean and functional.
 - Tables, benches, floor surfaces and toilets will be cleaned daily.
 - The kitchen and eating areas will be cleaned and swept before and after each session.
 - The refrigerator and pantry area will be cleaned weekly.
 - The premises will be routinely treated for the control of pests.
 - Educators will ensure that contaminated items (e.g., tissues) are disposed of immediately after use.
 - There will be suitable bins available for waste disposal. These are emptied daily.
 - Recycled items (e.g., toilet rolls for craft activities) will not be used if they were or may have been used in a non-hygienic environment.
 - There will be suitable disposal facilities for first aid waste.
 - There will be suitable facilities for the storage of soiled clothing. Soiled clothing will be placed inside a plastic bag and sealed. Soiled clothing will be returned to the family when the child is collected

Section	Revision date
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4.4 Preventative Health and Wellbeing Policy

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Work Health and Safety Act 2011 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 2.1.2, 2.1.3, 2.1.4; 3.1.2; 7.1.2; 7.3.5*
- *Policies: 4.1 – General Health and Safety, 4.12 – Non Smoking, 4.13 –First Aid Waste Management, 4.14 – Infectious Diseases Response Strategy, 5.1 – Food Handling and Storage, 5.5 – Cleaning and Sanitising, 6.3 – Workplace Health and Safety.*

Procedures

Sun Safety

Children and young people and educators will wear broad brimmed hats and appropriate clothing when outside and have adequate shade provided by trees, shelter sheds or shade cloth.

Educators will encourage children and young people, including by way of modelling behaviour, to avoid excessive exposure to the sun. This will be reflected in the timing of outdoor activities which, during the hours of 10.00am and 3.00pm, and guided by the UV index for the day.

Educators will encourage children and young people, including by modelling behaviour, to apply a suitable sunscreen (at least SPF30+), which is reapplied according to the manufacturer's recommendations.

Service Environment

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

'No smoking' at or about the Service is a condition of entry for all people, including educators, parents and others entering the premises. No Smoking signs will be placed around the service.

Reminder notices and signs, for educators and children and young people, will be placed around the Service to remind all of the need to maintain a clean and healthy environment.

Dental Health

The service will ensure parents/guardians and children and young people are provided with appropriate, consistent and up to-date information on the development and maintenance of good oral health by:

- Providing appropriate information on dental health and hygiene in the parent sign in area;
- Providing water at routine meal times and encouraging swishing of mouth with water after eating;
- Encouraging fruit and vegetable consumption;
- Where possible, accessing dental health and hygiene services/programs to utilize within the service program.

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

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

Cleanliness

Educators will ensure that premises used for the Service and all toys, dress-up clothes, paint shirts and other materials and resources are kept clean.

Tables, benches, floor surfaces and toilets will be cleaned thoroughly each day.

The refrigerator will be cleaned once a week.

Cupboards will be kept in a hygienic state to protect against any vermin outbreak. The premises will be regularly treated for the control of pests.

Educators will ensure that all tissues are disposed of immediately after use.

There will be a suitable area for waste disposal. This is to be covered and emptied daily into outside garbage units that are collected regularly.

Recycled items (e.g., toilet rolls for craft activities) which were used, or suspected to have been used, in a non-hygienic environment, will not be used at the Service.

There will be suitable disposal facilities for first aid waste such as Band-Aids, bandages, and/or blood-soaked tissues and wipes. These will be disposed of daily.

There will be suitable facilities for the storage of soiled clothing. Soiled clothing will be placed inside a plastic bag and sealed. Soiled clothing will be returned to the family at the end of the day.

Section	Revision date
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4.5 Incident, Illness, Injury or Trauma Policy

The Service proactively strives to avoid injuries occurring at the Service, and to minimise the impact of injuries and illnesses by responding appropriately and as quickly as possible, to all injuries and illnesses. The rights and responsibilities of parents with respect to injuries and illnesses of their children and young people is acknowledged and will be taken into account in administering all procedures.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Child Protection Act 1999 and Regulation 2000*
- *QLD Community Ambulance Cover Act 2003*
- *Duty of Care*
- *First Aid Code of Practice 2004*
- *NQS Area: 2.1.1, 2.1.2, 2.1.4; 2.3.3; 4.2.1; 6.1.1; 6.2.1; 7.1.2; 7.2.3; 7.3.1,7.3.2, 7.3.3, 7.3.5.*
- *Policies: 3.10 – Observational Recording, 4.6 – Medication, 4.10 – Anaphylaxis Management, 4.10 – Anaphylaxis Management, 4.11 – Emergency Health and Medical Procedure Management, 4.13 – First Aid Waste Management, 4.14 – Infectious Diseases Response Strategy, 4.15 – Asthma, 9.2 – Enrolment, 10.8 – Information Handling (Privacy and Confidentiality).*

Procedures

Definitions

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

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

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

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

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

Parental Permission

Written consent from the child's parent/guardian will be sought through the enrolment process for the Coordinator (or, in absence of the Coordinator, a staff member qualified in first aid) to obtain medical attention, in keeping with the Policies and Procedures of the Service, if required.

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

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

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

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

First Aid

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

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

The Coordinator will, or delegates a qualified educator to, ensure that the following are kept at the Service at all times, and are accessible to the educators but not to children and young people:

- a fully maintained and equipped first aid kit, adequate for the number of children and young people attending the Service;
- a recognised and current first-aid manual; and

- a cold pack and ice ready for use in the administering of first aid;
- a store of disposable gloves;
- Current emergency contact telephone numbers.

Immediate procedure upon incident, injury, illness or trauma

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

- staff will comfort and calm the child;
- all head injuries will be reported to the parent/guardian via phone, notifying of the circumstances including:
 - the treatment administered; and
 - whether the child has returned to normal activities as deemed appropriate by Coordinator or first aid qualified educator.
- an educator, qualified in first aid, will administer appropriate first aid and assess the child's condition in conjunction with the Coordinator;
- non-prescribed oral medications will not be administered to any child;
- if necessary, the Coordinator, or qualified educator, will ensure that the child is separated from the other children and young people and made as comfortable as possible in a quiet, well-ventilated area;
- if necessary, the Coordinator, or qualified educator, will contact the parents/guardians to collect their child as soon as possible;
- the child will be kept under adult supervision and their condition monitored until the parent's arrival.

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

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

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

Recording and reporting incident, injury, illness or trauma

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

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

- the child's name;
- date and time of accident/incident;
- details of accident/incident;
- parents/guardians contacted;
- treatment and outcome of accident/incident;
- staff signature and witness signature; and
- Parent's signature confirming knowledge of accident.

The information contained in the incident, accident, injury or trauma report forms must not be used for any purpose except strictly in accordance with this Policy, the Privacy Policy (see 10.8 – Information Handling (Privacy and Confidentiality)) and any other relevant policies of the Service.

For incidents that may require minor first aid (e.g., Band-Aids), an entry must be made in the first aid record book, located with the service first aid kit. Information to be included in the first aid record book may include:

- the child's name,
- the reason for and location of Band-Aid (on their person), and
- Educator signature.

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

The Nominated Supervisor is responsible for the obligation under section 174 (4) of the Education and Care Services National Law Act 2010 to report to the relevant Regulatory Authority if a child dies, or suffers an injury at the Service for which treatment from a medical practitioner was obtained, or ought reasonably to have been sought.

Medical costs are the responsibility of parent/guardian

In the event of your child receiving injuries requiring urgent medical treatment, the parent/guardian will

be liable to pay all medical costs incurred on behalf of your child/ren in accordance. This includes dental costs.

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Serious (See ACECQA S101 for defined types)	Moderate Moderate injury or harm	Minor Minor injury or harm Near Miss Minor concern, promptly remedied	No injury or harm Not likely to cause concern
Refer to relevant service policy and procedure -Apply first aid	Refer to relevant service policy and procedure -Apply first aid	Refer to relevant service policy and procedure -Assess requirement for first aid -Apply as necessary	Refer to relevant service policy and procedure -Assess requirement for first aid
Immediately to: Parent/Caregiver Nominated Supervisor Approved Provider Regulatory Authority (Complete relevant service documentation and S101)	Immediately to: Nominated Supervisor and/or Responsible Person in Charge Parent/Caregiver Approved Provider Regulatory Authority (if medical assistance is sought or ought reasonably to have been sought) (Complete relevant documentation)	As soon as practical to: Nominated Supervisor and/or Responsible Person in Charge Parent/Caregiver Approved Provider (Entry in minor incident book)	As soon as practical to: Nominated Supervisor and/or Responsible Person in Charge Parent/Caregiver Approved Provider (Entry in minor incident book)

Immediately with those involved in the incident and then the team as appropriate and within a reasonable time	As soon as possible with those involved in the incident and then the team as appropriate and within a reasonable time	As soon as possible with those involved in the incident and then at the next team meeting	Debrief and discuss as necessary
Reflect on the steps taken above and identify aspects that were effective and also where opportunities for improvement have been identified	Reflect on the steps taken above and identify aspects that were effective and also where opportunities for improvement have been identified	Reflect on the steps taken above and identify aspects that were effective and also where opportunities for improvement have been identified	Reflect on probability for the incident to escalate and identify strategies to prevent further escalation or repeated occurrence
Take immediate action to improve areas identified and make records of those actions on the service's improvement plan	Take action to improve areas identified and make records of those actions on the service's improvement plan	Take action to improve areas identified and make records of those actions on the service's improvement plan	Take action to improve areas identified and make records of those actions on the service's improvement plan

4.6 Medication Policy

In the support of children and young people and their health and medical needs, the administration of medication can be necessary for providing care. The service is committed to upholding a high standard of safety in managing the health and medical needs of children and young people. In the interests of the health and wellbeing of the children and young people and compliance with legislation, the service will only permit medication to be given to a child if it is in its original packaging with a pharmacy label attached.

To remove any doubt, no child can attend the service without access to required medication. If medication is required for a child's care, the medication must be supplied by the parent for education and care to be provided by the service.

Where the Medication Administration policy is relevant to a child's relevant health or medical need, it should read alongside policy 4.5 Children and young people with Medical Conditions. Children and young people requiring medication for an infectious disease, should have fulfilled the requirements of exclusion/isolation before returning to the service (see 4.2 Infectious Disease – Prevention and Response).

Self-administration of medication will be facilitated in working collaboratively with parents/caregivers. Self-administration of medication is only authorised with written authorisation from the parent/caregiver, where a child has the capacity to safely administer their medication.

The service will cater for children and young people's medical needs, which may occur as the result of either:

- Short-term requirement – such as medical needs like a temporary illness that the child will recover from in a short period (e.g., tonsillitis, chest infection, etc.)
- Long-term - typically more ongoing medical or health conditions requiring medication to treat or manage symptoms (e.g., asthma, diabetes, anaphylaxis, epilepsy, celiac disease).

Additionally, the service on occasions may need to administer medication because of an emergency. In these instances, requirements for authorisation are lessened. All employees will understand the requirements and procedures for administering medication in an emergency.

A copy of this policy is to be provided to the parent/caregiver where there is awareness that the child has a specific health care need, allergy or other relevant medical condition requiring medication (along with the Children and young people with Medical Conditions policy).

The Approved Provider also recognises their duty to comply with *Education and Care Services National Regulations 90-96, 160-162 & 168 (2)(d)*.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Work Health Safety Act 2011*
- *Health (Drugs and Poisons) Regulation 1996*
- *Public Health (Medicinal Cannabis) Act 2016*
- *National Quality Standard, Quality Areas: 2 – Children and young people’s health and safety; 4 - Staffing arrangements; 6 - Collaborative partnerships with families and communities; and 7 – Governance and leadership.*

Related Policies

- *2.2 Commitment to the Health, Safety and Protection of Children and young people*
- *2.13 Supervision of Children and young people & Providing a Child-Safe Environment*
- *3.4 Excursions*
- *4.1 Infectious Diseases – Prevention and Response*
- *4.2 Hygiene, Health and Wellbeing Practices*
- *4.3 Incident, Illness, Injury or Trauma*
- *4.5 Children and young people with Medical Conditions*
- *4.4 Administration of First Aid*
- *6.3 Workplace Health and Safety*
- *9.2 Enrolment and Orientation*
- *10.4 Information Handling (Privacy and Confidentiality)*
- *10.6 Risk Management*
- *10.15 Managing Notifications*

Appendices and Forms

- Medication Administration and Authority Form*

Procedures

Permission/Authority (Regulation 92-93)

Upon enrolment, parents and families are provided with information explaining the expectations for notifying the service of health, medical or other relevant care needs, including any changes to these. Parents can communicate the need for children and young people to be administered medication at any time during the child's enrolment at the service – either for ongoing requirement or for a fixed time.

A parent (or persons with relevant authority named in the enrolment form) are required to complete a **Medication Authority and Administration Form** when medication must be administered by or at the service. Within the Medication Authority, parents (or other relevant authorised person) will be required to advise:

- Name(s) of medication(s) to be administered:
- Time and date the medication(s) were last administered
- The time and date [or the circumstances under which,] the medication should be next administered.
- Dosage of medication to be administered
- Method (e.g., oral) medication to be administered
- Any additional instructions or information (i.e., medication required to be refrigerated).

Additionally, the Record is required to contain:

- The name of the child
- The signature of the parent (or person named in the enrolment records) authorising the administration of the medication

Administration of Medication (Regulation 93 & 95)

Except for an emergency, staff members will only be permitted to administer medication to a child if it is:

- In its original package/container

- o Where the medication is prescribed - with a pharmacist's label which clearly states the child's name, dosage, frequency of administration, date of dispensing and is within the expiry date period
- o Where over-the-counter medication - bearing the original label and instructions and before the expiry or use by date
- Has been authorised by a parent (or person named in the child's enrolment form),
- In accordance with the details outlined in the Medication Authority and Administering Form completed by the parent (or person named in the enrolment form).
- In accordance with any written or verbal instructions provided by a registered medical practitioner

All medication will be administered by the Nominated Supervisor/Responsible Person, or a delegated educator nominated by the Nominated Supervisor or Responsible Person. An additional educator will also be required to witness the administration of medication.

Administration of medication will be recorded in a Medication Authority and Administration Form. The person administering medication and the witnessing educator must complete the following details:

- the dosage that was administered
- the method/manner in which the medication was administered
- the time and date the medication was administered
- the name and signature of the person who administered the medication
- the name and signature of that educator who witness the medication administration.

Upon collection of the child from the service, the parent will be informed of the medication being administered and sign the record to acknowledge this notice.

All medical authorisations/authorities and/or administration records will be stored securely with the child's enrolment records (see 10.4 Information Handling (Privacy and Confidentiality)).

Emergency Administration of Medication (Regulation 93-95)

In the case of an emergency, authorisation to administer medication can be given verbally, when:

- a parent (or a person named and authorised in the child's enrolment record) consents to administration of medication; or
- if a parent (or person named in the enrolment record) cannot reasonably be contacted in the circumstances, a registered medical practitioner or an emergency service.

Where medication is administered in an emergency, the Nominated Supervisor/Responsible Person must notify the parent of the child as soon as practicable. Written notice (Incident, Illness, Injury or Trauma Report) must be supplied to a parent (or other authorised person) as soon as practicable (but within 24 hours).

Anaphylaxis or Asthma Emergency

- Medication may be administered to a child without authorisation in the case of an anaphylaxis or asthma emergency.
- Where emergency anaphylaxis or asthma medication has been administered to a child, the Nominated Supervisor/Responsible Person must notify the parent of the child and emergency services as soon as is practicable.

Where medication is administered to a child in an emergency, steps contained in 4.3 Incident, Illness, Injury or Trauma may be required, including but not limited to reporting and notifying the incident (10.15 Managing Notifications)

Medication Storage and Transport

Storage

Unless subject to self-administration procedures, all medication will be stored in a locked cupboard or lockable refrigerated container. Storage should prevent unsupervised access and/or contamination to medicines.

Transporting Medication

The Nominated Supervisor (or Responsible Person) will discuss with parents and agree to relevant plans for the safe transportation of medication. Ideally, all medication will be transported in the care of a responsible adult. All transportation must uphold the service's commitment to the safety and protection of children and young people.

Any medication which is no longer required to be administered by the service will be returned to the parent.

Children and young people's Self-administering Medication (Regulation 90 (2) & (3), 92 & 95-96)

Section	Revision date
Written	December 2007
Last Reviewed / amended	January 2024

Medication Authority and Administration Form

Authorisation and Medication Details			
Child's Name		DOB	/ /
Name(s) of medication(s) to be administered:			
Time and date the medication(s) were last administered			
The time and date [or the circumstances under which,] the medication should be next administered.			
Dosage of medication to be administered		Can the child self-administer?	Y / N
Method (e.g., oral) medication to be administered			
Any additional instructions or information (i.e., medication required to be refrigerated)			
<p>I,[parent or person named in enrolment form], give authorisation for the medication(s) listed above to be administered by the service, as described.</p> <p><input type="checkbox"/> I acknowledge the service can only administer medication from its original container, bearing the original label and instructions, and within the expiry/used-by date printed on the container/label. Where the medication is a prescribed medication, the label must have the name of the child whom the medication is to be given.</p> <p><input type="checkbox"/> I recognise medication will only be administered by the service in accordance with the instructions attached to the medication or otherwise instructed by a registered medical practitioner.</p>			
Signature		Date	

Administration Record										
Child's Name							DOB		/	/
Medication Administered				Person Administering Medication		Witness			Parent Initial	
Date	Time	Dosage	Method of administration (e.g., oral)	Name	Signature	Name	Confirmation of dosage and identity of child	Signature		

4.7 Keeping of Animals Policy

The Service recognizes and acknowledges the role that animals may play in the lives of children and young people. Animals cared for by the Service will be in keeping with any regulated requirements with adequate shelter provided. Children and young people will be given opportunity to share in the responsibility of looking after any animals in care through feeding, watering and/or caring for them on the weekends.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Duty of Care*
- *Check local authority regulations, e.g., Brisbane City Council by-laws on keeping relevant animals*
- *NQS Area: 2.1.3, 2.1.4; 2.3.1, 2.3.2; 3.1.1; 6.1.2; 6.2.1; 7.3.5.*
- *Policies: 4.1 - General Health and Safety, 4.2 - Infectious Diseases, 4.3 - Hygiene, 4.4 - Preventative Health and Wellbeing, 9.3 – Communication with Families.*

Procedures

The Service will only keep animals:

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

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

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

No animals will be permitted in food preparation areas.

Animals cared for by the Service will have plenty of food, water, air, bedding and shelter appropriate to their needs. Animals will be fed an appropriate and nutritious diet to maintain their health, following recommended guidelines where available. The animal enclosure and bedding will be cleaned regularly with due consideration to maintaining a healthy and safe environment.

Under the supervision of educators, the children and young people will be encouraged to help with the care of the animals. Depending on the animal, families and educators may be encouraged to take care for it at home over periods of long weekends and/or service closures.

Stray animals

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

Stray animals will be restrained in an area away from the children and young people and provided with adequate water.

Wildlife

In the case of a wild animal (e.g., snake, possum, bird), educators will monitor the whereabouts of the animal to ensure it doesn't pose a risk to children and young people and others. Attempts will be made to contact local wildlife authorities.

Service evacuation and/or lockdown procedures may be implemented if the wild animal (e.g., snake, possum) is inside the OSHC building or in an area that poses a risk to children and young people and others.

Section	Revision date
Written	December 2007
Last Reviewed / amended	January 2024

4.8 Sun Safety Policy

Rationale

Queensland has the highest rate of skin cancer in the world. Of all new cancers diagnosed in Australia each year, 80 per cent are skin cancers. Given that children and young people in childcare are there during peak ultraviolet radiation (UVR) times throughout the day, education and care settings play a major role in both minimising children and young people's UVR exposure and providing an environment where policies and procedures can positively influence long-term behaviour.

Skin damage, including skin cancer, is the result of cumulative exposure to the sun. Research shows that sunburn contributes to skin cancer and other forms of skin damage such as sunspots, blemishes and premature ageing. Most skin damage and skin cancer is therefore preventable.

Ultraviolet radiation (UVR) levels are highest during the hours that children and young people are at childcare settings. As children and young people will spend a portion of their day outdoors, we are committed to protecting them from harmful effects of the sun.

The rationale for this policy was provided by the Queensland Cancer Council and is consistent with their Sun Smart Policy Guidelines for Early Childhood Settings

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

The service will provide a SunSmart environment that support Sun Safe practices and create an awareness of the need to reschedule outdoor activities to support Sun Safe practices.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Work Health and Safety Act 2011*
- *Duty of Care*
- *Cancer Council Queensland's SunSmart Policy Guidelines – Early Childhood Cancer Council Australia*
- *NQS Area: 1.1.3; 2.1.1; 2.2.2; 2.3.2; 3.1.1; 4.2.1; 6.1.1, 6.1.3; 6.2.1; 7.1.2; 7.3.2; 7.3.5.*
- *Policies: 3.7 – Physical Activity, 4.1 - General Health and Safety, 4.4 - Preventative Health and Wellbeing, 9.2 – Enrolment, 9.3 – Communication with Families.*

Procedures

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

Parents will be asked to provide a broad brimmed SunSmart hat which protects the face, neck, ears and crown of the head for their child and encourage them to wear it. If a child attends care during vacation care with a cap, the service will speak with the family about providing a sun-safe alternative and the child will use appropriate levels of sunscreen throughout the day if an alternative is not provided by the family. If the child continues to wear a cap to care, a follow up email will be sent to the family.

Parents will be asked to provide appropriate SunSmart clothing that protects as much of the skin as possible. Loose fitting clothing and darker colours will be more comfortable and effective.

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

- Inform Parents of our Sun Safety Policy when children and young people are enrolled. The Sun Safety Policy will be included in the enrolment package information.
- Ensure all sun protection measures are applied to children and young people, staff and visitors while outside when the UV level is 3 or above, which in Queensland, is all year round including: -
 - Wearing adequate SunSmart clothing and use shaded and/or covered areas;
 - Wearing broad-brimmed hats that protect the face, neck and ears;
 - Supervising the application SPF 50+ broad-spectrum, water-resistant sunscreen 20 minutes before going outdoors and reapply every 2 hours (with parent permission and allergy safe as required).
- Incorporate education programs that focus on skin cancer prevention and early detection into the program.
- Ensure all staff, children and young people and visitors act as positive role models and demonstrate SunSmart behaviour when attending the service.
- Ensure that adequate shade is provided during outdoor events including excursions.

Ongoing feedback and support will be sought from parents and the school community for the Sun Smart policy and its implementation, through newsletters, parent meetings etc.

The Sun Safety policy will be reviewed regularly (at least annually) with children and young people, staff, parents and the P&C Services Manager and/or P&C Vice President (OSHC).

References:

Cancer Council Queensland Sun Smart Policy Guidelines–Early Childhood,
http://www.cancerqld.org.au/icms_docs/54255_Early_Childhood_Settings_SunSmart_Policy_Guidelines_.pdf

Section	Revision date
Written	December 2007
Last Reviewed / amended	January 2024

4.9 Children and young people's Toileting Policy

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Family and Child Commission Act 2014*
- *Child Protection Act 1999 and Regulations 2000*
- *NQS Area: 1.1.5; 2.1.1, 2.1.3; 2.3.1, 2.3.2; 4.1; 4.2.1; 5.2.3; 6.1.1; 6.3.3; 7.1.2; 7.3.1, 7.3.5.*
- *Policies: 2.1 – Respect for Children and young people, 2.3 – Educator Ratios, 2.11 – Including Children and young people with Special/Additional Needs, 3.5 – Excursions, 4.3 – Hygiene, 9.2 – Enrolment, 9.3 – Communication with Families*

Procedures

Educators shall check the toilet facilities for safety prior to the commencement of the daily program/s including before school, after school and vacation care.

All children and young people shall be supervised whilst accessing the toilet facilities.

Children and young people shall have access to the toilets located in the following area.

Location	Number of stalls
Hall – girls	3
Hall – boys	1 + 1 urinal
A Block ground floor – Female Staff	4
A Block ground floor – Male Staff and disables	3
A Block student girls	14
A Block student boys	7 + urinals

Total	33
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Adults shall have access to the toilets located in the following area.

Location	Number of stalls
Hall – girls	3
Hall – boys	1 + 1 urinal
A Block ground floor – Female Staff	4
A Block ground floor – Male Staff and disables	3

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

- The educator shall notify another team member that they intend to use the toilet;
- The educator shall ensure that no children and young people are in the immediate area of the toilet prior to accessing the toilet facilities;
- The staff member shall lock the entrance to the toilet. If this is not possible then a sign shall be placed outside the toilet to notify children and young people that an educator is using the toilet and that they cannot be accessed at this present time by children and young people.

Should the primary facilities become unavailable then other toilets may be accessed, however when these are out of sight, children and young people will be escorted to the toilet by an educator.

Educators shall be required to support the personal hygiene of children and young people with toileting when it becomes known to them that a child is in need of assistance.

A toileting kit will be available (at or near the toilets), to assist educators with toileting issues. The kit includes gloves, wipes, hand sanitiser and appropriate bags for soiled materials. (Attention will be given to any children and young people with allergies to latex.)

If a child is involved in a personal hygiene incident, the Parents/Guardian will be notified immediately and shall have the opportunity to collect the child.

Children and young people who are frequently troubled with personal hygiene and toileting needs shall be requested to provide spare clothes and pull ups if necessary.

Escorting children and young people to the toilet

Educators shall observe practices to ensure that they are not placing themselves in a compromising situation while escorting children and young people to the toilet area and shall ensure that a minimum of two children and young people are escorted at any one time.

Children and young people shall be regularly reminded to go to the toilet. Where the toilet is out of direct supervision of educators, children and young people shall be escorted as required.

Educators will ensure that the service communication procedures are followed when escorting children and young people to the toilet in another area.

Assisting children and young people with toileting

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

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

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

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

All staff shall be provided with training and support to assist in toileting children and young people, particularly in the case of children and young people with high support needs. This may be through written communications, direct training and/or meetings.

Toileting on excursions

For the purposes of Excursions, the following procedures shall be implemented to ensure the health and safety of children and young people while using the toilet:

- A risk assessment will be conducted prior to the excursion with all educators required to read and sign off.
- On arrival at the venue, the toilet cubicles shall be checked for safety by an educator before being used by the children and young people.
- A minimum of two educators shall be present, when possible, to supervise children and young people's use of the toilets.

Section	Revision date
Written	July 2008
Last Reviewed / amended	January 2024

4.10 Anaphylaxis Management Policy

The Service recognizes the increasing prevalence of children and young people attending services and employees who have been diagnosed with anaphylactic reactions. Such reactions may be the result of severe allergies to eggs, peanuts, tree nuts, cow milk, shell fish, bee or other insect stings, latex, particular medications or other allergens as identified through professional diagnosis.

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Health (Drugs and Poisons) Regulation 1996*
- *Family and Child Commission Act 2014*
- *NQS Area: 1.1.5; 2.1.1, 2.1.4; 2.2.1; 2.3.2, 2.3.3; 4.2.1; 6.1.1; 6.2.1; 7.1.2; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 4.5 – Illness and Injury, 4.6 – Medication, 4.11 – Emergency Health and Medical Procedure Management, 5.1 – Food Handling and Storage, 9.2 – Enrolment, 10.8 – Information Handling (Privacy and Confidentiality), 10.9 – Risk Management and Compliance.*

Procedures

Parents/guardians will be requested, through the initial enrolment procedures (see Policy 9.2), to ensure that the service is made aware of any allergies that their child may be suffering. Information regarding the triggers and severity of allergic reactions will also be requested.

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

The service shall take appropriate action to minimize, where possible, exposure to known allergens where children and young people have been professionally diagnosed with anaphylaxis and this information has been presented to the service with certification from a medical practitioner.

The service shall develop and implement a risk management plan to identify the possible exposure to allergens and how these will be managed and monitored within the service.

To minimize the risk of exposure of children and young people to foods that might trigger a severe allergy or anaphylaxis in susceptible children and young people, our service will:

- Not allow children and young people to trade or share food, utensils or food containers;
- Prepare food in line with a child's medical management plan
- Request families to label all drink bottles and lunchboxes with their child's name;
- Consider whether it's necessary to change or restrict the use of food products in craft activities, science experiments and cooking experiences so children and young people with allergies may participate;
- Instruct educators preparing food about measures necessary to prevent cross contamination between foods during the handling, preparation and serving of food;
- Ensure that all food preparation areas and utensils are regularly cleaned and sanitised (as per Policy 5.5 Cleaning and Sanitising);
- Monitor attendances to ensure that meals/snacks prepared at the service do not contain identified allergens when those children and young people are in care;
- Where a child is known to have a susceptibility to severe allergy or anaphylaxis to a particular food, the service will develop policy and implement practice for the management of children and young people, educators or visitors to the service bringing foods or products containing the specific allergen (e.g., nuts, eggs, seafood)

All children and young people and educators diagnosed with anaphylaxis shall have a Personal Action Plan, outlining what to do in an emergency, developed in consultation with families, educators and the child's or educator's medical practitioner. Each plan shall be displayed in a clearly accessible area and be approved by the child's family/guardian or educator.

Individual children and young people's or educator's health care and management plans shall be discussed on a regular basis with all educators at team meetings.

Each child or educator shall have the appropriate medication including EPIPEN easily accessible to educators. All expiry dates of auto-injector devices accessible at the service will be closely monitored. Parents will be notified immediately of any impending expiry dates of these devices and provision to the service of an up-to-date device arranged.

Appropriate medication shall be stored at the service for each child in clearly labelled and marked containers, in a location that is known to educators and easily accessible to adults but inaccessible to children and young people.

We strongly recommend to parents for a spare EpiPen to be stored at the service for safety reasons. If circumstances arise where medication requires transportation between the child's school/home and

the service, the medication shall be signed in and out of the service in appropriate record books by educators, however families are strongly encouraged to provide a spare EpiPen to be stored at the service.

A risk management strategy shall be devised to ensure:

- Medication is transported by a responsible adult person or in the case of After School Care, handed to the Nominated Supervisor on arrival by the student, and
- In circumstances where children and young people or educators arrive at the service without the required medication, appropriate procedures shall be followed to ensure that the medication becomes immediately accessible or the child's parents are contacted to collect the child or provide an EpiPen immediately.

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

In the case of a child or educator who has not been previously diagnosed with Anaphylaxis, procedures as per the Emergency Health and Medical Policy (see Policy 4.11) will be followed.

Section	Revision date
Written	June 2007
Last Reviewed / amended	January 2024

4.11 Emergency Procedure Management Policy

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

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Health (Drugs and Poisons) Regulation 1996*
- *Work Health and Safety Act 2011*
- *Family and Child Commission Act 2014*
- *NQS Area: 2.1.1, 2.1.4; 2.3.3; 4.2.1; 6.1.1; 6.2.1; 7.1.2; 7.3.1, 7.3.2; 7.3.5.*
- *Policies: 4.6 – Medication, 4.10 – Anaphylaxis Management, 4.15 – Asthma, 9.2 – Enrolment, 10.8 – Information Handling (Privacy and Confidentiality), 10.9 – Risk Management and Compliance.*

Procedures

All educators shall have access to information about the children and young people's or employee's medical conditions, medication and management procedures required.

Written procedures (management plan) shall be clearly displayed for managing emergency situations which shall include information about:

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

Children and young people or educators may have a personal management plan (maintained confidentially) which would include further information such as:

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

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

Medication shall be taken as required on excursions in an appropriately secured/locked container readily accessible to administering educators.

In the event of emergency first aid being required, procedures as set out in the Illness and Injury Policy (see Policy 4.5) will be followed.

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

Steps to follow in the event of a medical emergency will be clearly documented and displayed.

Management shall ensure that written reports are lodged with relevant authorities within the required time frame.

Section	Revision date
Written	June 2007
Last Reviewed / amended	January 2024

4.12 Non Smoking Policy

To maintain the ongoing health and wellbeing of children and young people, families, educators and community members, the service actively encourages and provides a smoke free environment. This demonstrates a commitment to the health and wellbeing of all who use the service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Work Health and Safety Act 2011*
- *Family and Child Commission Act 2014*
- *Tobacco and Other Smoking Products Act 1998 and Other Smoking Products Amendment Bill 2004*
- *NQS Area: 2.1.1; 3.1.2; 7.1.1, 7.1.2; 7.3.5.*
- *Policies: 4.1 – General Health and Safety, 4.4 – Preventative Health and Wellbeing, 8.10 – Employee Orientation and Induction, 9.3 – Communication with Families.*

Procedures

All service handbooks shall include information regarding the service's policy and procedures for smoking.

Visitors to the service location or site shall be actively informed as required about the policy and procedures for smoking.

Appropriate signs, displaying a no smoking symbol such as a circle with diagonal line over a picture of a cigarette, shall be displayed in accessible places to reinforce the message of a non-smoking environment.

Section	Revision date
Written	June 2007
Last Reviewed / amended	January 2024

4.13 First Aid Waste Management

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

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

Procedures

A clearly labelled first aid waste bin will be supplied and maintained in the following way:

- Fitted with a bag that can be sealed and removed each day (if required);
- Cleaned and sanitised daily (if required);
- Located in a suitable place that is not readily accessible to children and young people.

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

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

When conducting first aid, educators shall:

- Remove required items to be used to manage first aid from the first aid kit;
- Place items in/on a non-contaminated dish or surface;
- Clean the injured area of the person using principles of first aid as per policy/ procedure and training e.g., wiped with sterile swab etc. (Refer to First Aid Manual/Book);
- The used swab or like shall be placed in the lined first aid waste bin;
- Be required to change gloves if changing the type of activity, they are managing with first aid e.g., cleaning to bandaging. These gloves should also be placed in the first aid waste bin.

Section	Revision date
Written	May 2010
Last Reviewed / amended	January 2024

4.14 Observing Public Health Guidelines and Directions

The service acknowledges our duties and responsibilities relating to public health requirements as an approved education and care service. As a service that engages and supports the community, we understand the importance of promoting health and wellbeing.

In supporting public health responses, the service will maintain up to date with relevant health guidelines and directions to promote health and limit the spread of any relevant infectious diseases.

The service acknowledges both the Federal and State Government Health Departments as a source of guidance or direction for public health information. Additional guidance for Education and Care Service may also be provided by relevant government bodies. The service is committed to only source public health information, expertise and guidance for reputable sources.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011*
- Public Health Act 2005*
- Work Health Safety Act 2011*
- Staying Healthy: Preventing infectious diseases in early childhood education and care services*
- National Quality Area 2 – Children and young people’s health and safety*

Related Policies

- 4.2 Infectious Diseases – Prevention and Response*
- 4.3 Hygiene, Health and Wellbeing Practices*
- 4.5 Incident, Illness, Injury or Trauma*
- 6.3 Work Health and Safety*
- 8.17 Fit for Work*
- 9.2 Enrolment and Orientation*
- 9.3 Interactions and Communication with Families*

Procedures

Sourcing Information and Guidance

The service will maintain up to date information regarding public health via subscriptions to relevant newsletters, publications and gazettes, including but not limited to:

- Australian Government Department of Education Skills and Employment
- Australian Children and young people’s Education and Care Quality Authority (ACECQA)
- Queensland Government Early Childhood Education and Care’s e-Bulletin
- Queensland Government’s Queensland Health Newsletter

The service will include relevant public health advice into the service’s policy and procedures, practices and parent communication, as relevant to the nature and substance of the guideline.

Following Public Health Directions

The Nominated Supervisor will be tasked with coordinating suitably plans and actions to follow all public health directions required by the service (i.e., should the Chief Health Officer provide a public health direction on wearing masks, the Nominated Supervisor will implement a plan to ensure masks are available and worn). Where the Nominated Supervisor is unable to fulfill these requirements, they will contact the Approved Provider for guidance as soon as practicable.

All staff members and individuals access the service will be required to follow the reasonable and lawful instructions required to meet public health direction. Should any person not follow these directions, they will be requested to leave the premises (Regulation 157). Disciplinary action, including termination or exclusion from the service, may result from wilful non-compliance.

Health Direction to Close Operations

Where public health guidelines result in the service being directed to close by either a Commonwealth or State Government authority, the Nominated Supervisor in consultation with the Approved Provider will report the closure and any subsequent reopening within 24 hours via the following:

- Email CCSAssessments@dese.gov.au
- your state regulatory authority (NASITS portal), and
- your third-party child care software provider.

Section	Revision date
Written	May 2010
Last Reviewed / amended	January 2024

4.15 Asthma Policy

The Service strives to provide a safe and suitable environment for all children and young people attending the service. Children and young people with particular health needs, such as Asthma will be supported through the creation of an Asthma friendly environment in accordance with the recommendations of the Asthma Foundation of Queensland.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulation 2011*
- *Duty of Care*
- *Work Health and Safety Act 2011*
- *Health (Drugs and Poisons) Regulation 1996*
- *NQS Area: 2.1.1, 2.1.4; 2.2.2; 2.3.2, 2.3.3; 4.2.1; 6.1.1, 6.1.3; 6.2.1; 7.1.2; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 4.1 – General Health and Safety, 4.4 – Preventative Health and Wellbeing, 4.6 – Medication, 4.11 – Emergency Health and Medical Procedure Management, 9.2 – Enrolment.*

Procedures

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

The service shall provide opportunities for all staff to participate in and receive regular education on asthma and appropriate management strategies. As per the Health (Drugs and Poisons) Regulation 1996, a person is considered to have appropriate asthma management training if they have completed a training course, of at least one hour, and are issued with a certificate identifying the successful completion of training in the specific learning outcomes.

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

A medical conditions risk minimisation plan must be developed in consultation with the parent/guardian of a child with specific health care needs, allergies or other relevant medical

conditions to identify the possible exposure to allergens and how these will be managed and monitored within the service.

The service will ensure all families of children and young people identified with asthma, and the educators at the service, receive a copy of the Medical Conditions Policy and Asthma Policy as part of their orientation/induction to the service.

Educators will be made aware of children and young people who suffer from Asthma and the various triggers and manage the risks of this appropriately within the service's risk management plan. These triggers may be food intolerances or environmental.

Families of a child identified with Asthma through the service enrolment process shall complete relevant questions relating to their diagnosis in the service enrolment form for the purposes of gathering necessary information, which includes:

- Individual asthma triggers;
- Types of medications used;
- Administering of medication (e.g., self-administering under supervision).

Families may also supply an individual Asthma Action Plan for their child, completed in conjunction with their medical practitioner.

Educators will be made aware of children and young people who suffer from Asthma and the various triggers and manage the risks of this appropriately within the service's risk management plan. These triggers may be food intolerances or environmental.

The service will display a poster for asthma first aid management in prominent locations to alert educators and other participants in the service's activities.

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

- Sit the child upright. The educator will stay with the child and be calm and reassuring;
- Give four (4) puffs of blue reliever medication, using a spacer if there is one;
- Wait four (4) minutes. If there is no improvement, give four (4) more puffs as above;
- If there is still no improvement, call emergency services;
- Keep giving four (4) puffs every four (4) minutes until the emergency service arrive.

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

- An emergency supply of blue or grey reliever puffer;
- A spacer device that is compatible with the puffer.

An emergency supply of asthma medication may be held at the service for cases of emergency respiratory distress. A first aid qualified educator trained in emergency asthma management procedures can administer this medication.

Puffers and spacers from the emergency asthma first aid kit must be thoroughly cleaned after each use to prevent cross contamination

Expiry dates of all puffers used will be closely monitored and replaced when expired. All asthma medication provided by families and administered by educators must be in accordance with the Medication Policy (see Policy 4.6) of this service.

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

References

Victoria, A. F. (n.d.). *Asthma and the Child in Care Model Policy*. Retrieved from Asthma foundation: <http://www.asthma.org.au/Portals/0/doc/Resources/2013%20Child%20in%20Care%20Model%20Policy%20%28Version%202%29.pdf>

Please note: This policy has been developed in accordance with the recommendations of the Asthma Foundation. Further information can be accessed from www.asthmafoundation.org.au/ . To view information specific to QLD, select the State in the drop-down box on this website (accessed 31/10/15).

Section	Revision date
Written	May 2010
Last Reviewed / amended	January 2024

4.16 Vehicle Restraint Policy

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *QLD Transport Operations (Passenger Transport) Act 1994 and Regulations 2005*
- *NQS Area: 2.3.1, 2.3.2; 6.1.1; 7.1.2, 7.3.5.*
- *Policies: 3.5 – Excursions, 3.6 – Transport for Excursions, 10.9 – Risk Management and Compliance.*

Procedures

In the case of children and young people being transported in a private vehicle during the operation of the program, the service shall provide appropriate child restraints in accordance with recommendations for children and young people 4-7 years, which are a booster seat with H-harness or a booster seat with a secured adult seatbelt. Booster seats provided shall be Australian Safety Standard approved. (Australian Standard AS 1754 Child Restraint Systems Used in Motor Vehicles.)

The following requirements will also apply:

- A child may stop using a child restraint once they turn seven or if their eye level is above the back of the booster seat;
- A child aged between four and seven years of age cannot sit in the front row of a vehicle that has more than one row of seats unless all the other seats are occupied by children and young people under seven years of age;
- Should the back seat have two child restraints fitted and there be no room for a third child restraint, a non-tethered booster seat or booster cushion can be used, providing the child using the booster seat is between four and seven years of age.

In the case of children and young people being transported in a taxi during the operation of the program, the following guidelines shall be followed:

- children and young people under the age of seven must not be seated in the front row of seats in a taxi. Taxi drivers will be responsible for ensuring that children and young people

between the ages of seven and sixteen are properly restrained in a seatbelt. The service shall support the taxi driver in meeting such requirements;

- The service shall ensure that children and young people up to the age of seven are appropriately restrained when using Taxi transport, whether in an approved child restraint or adult seatbelt. This may mean that the service provides their own restraints, however there is no requirement in a Taxi to do so.

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

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

The indicative weight specified for this age range in the restraint laws is 14kgs to 26kgs. Children and young people who are four (or more) years of age but below the indicative weight range may be recommended the forward facing child restraint with built-in harness. Children and young people who are seven (or more) years of age, within the indicative weight range may still require the recommended child restraint.

Source:

Queensland Department of Transport and Main Roads, Child Restraints – questions and answers, 2011 – <http://www.tmr.qld.gov.au/Safety/Driver-guide/Child-restraints/Frequently-asked-questions.aspx>. (Accessed 31 October 2015)

Section	Revision date
Written	July 2014
Last Reviewed / amended	January 2024

4.17 Children and young people with Medical Conditions Policy

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

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

The service is committed to ensuring our educators are equipped with the knowledge and skills to support children and young people's medical needs. The Approved Provider will seek to ensure all children and young people in attendance receive the highest level of care and protection. Where relevant, additional training, resources and knowledge will be provided to educators to support the practices of the service to attend to relevant health and medical needs.

Relevant Laws and other Provisions

- *Education and Care Services National Law Act 2010 and Regulations 2011*
- *Health (Drugs and Poisons) Regulation 1996*
- *National Quality Standard, Quality Areas:*
 - *1 – Educational program and practice*
 - *2 – Children and young people's health and safety*
 - *4 - Staffing arrangements*
 - *6 - Collaborative partnerships with families and communities*
 - *7 – Governance and leadership*

Related Policies

- *2.11 Supporting Additional Needs with Inclusive Practices*
- *4.2 Infectious Diseases*
- *4.5 Incident, Illness, Injury or Trauma*
- *4.6 Medication*

- 5.1 Food Handling and Storage
- 5.2 Food and Nutrition
- 7.1 Emergency Equipment and Facilities
- 8.3 Recruitment and Employment of Educators
- 9.2 Enrolment
- 9.3 Interactions and Communication with Families
- 10.9 Risk Management

Auxiliary Documentation

- Medical Risk Minimisation and Communication Plan

Procedures

The procedures to manage children and young people's medical conditions are contained within the following documents:

- Individualised Medical Management (Medical Management, Risk-Minimisation and Communication Plans)
- Practices for the Management of Specific Medical Conditions
 - Asthma Management Practices
 - Managing Children and young people at Risk of Anaphylaxis
 - Diabetes Management Practices
- Self-administering of Medication

Individualised Medical Need Management (Medical Management, Risk-Minimisation and Communication Plans)

Any child enrolled in the service who has been identified with a health need, allergy or relevant medical condition will require:

- A **medical management plan** to be supplied by the parent (*Regulation 90(c)(i)*);
- The development of a **risk-minimisation plan** in consultation with a parent; and
- The development of a **communication plan** (for staff members to be informed of the health and medical needs of children and young people and for parents to understand how to update health/medical information and/or relevant plans).

Medical Management and Risk-Minimisation Plans (Regulation 90(c)(iii))

The service's enrolment forms will outline a child's medical needs. Where the parent indicates a child has an additional medical need, the Nominated Supervisor/Coordinators will communicate with the family to identify the need for a **medical management, risk-minimisation and communication plan**. A parent may notify the service at any time of a change in a child's medical needs. Where a parent indicates a child has the following, a medical management plan risk-management will be requested/developed:

- one of the following conditions:
 - asthma,
 - diabetes
 - diagnosed at risk of anaphylaxis
- any allergy or health care need requiring
 - specific action to be taken during an incident
 - the development of a risk-minimisation plan
 - relating to food safe handling, preparation, and consumption

The Nominated Supervisor/Coordinators will:

- Require a current **medical management plan** be provided to the service by the parent with consent that this is made accessible in a visible location to all educators.
- Require plans to be prepared in collaboration with a relevant health professional.
- Request parents to review medical management plans annually or as suggested by a health professional/medical authority.
- Ensure all educators are adequately trained and rehearsed in the service's emergency medical management procedures and the administration of emergency/rescue medication;
- Collaborate with parents/guardians of children and young people with specific health needs, allergies or other relevant medical conditions to develop a **risk minimisation plan**; and
- Inform all educators and volunteers, of children and young people with specific health needs, allergies or other relevant medical conditions and the risk minimisation procedures for these.

Medical Management Plans must be followed in the event of an incident relating to the child's specific health care need, allergy or relevant medical condition (*Regulation 90(c)(ii)*). The medical management plan should be developed in consultation with the child's registered medical practitioner with the procedures to follow from the medical practitioner documented in the medical management plan. The medical management plan should include the following:

- A photo of the child;
- Details of the specific health care need, allergy or relevant medical condition including the severity of the condition;
- Any current medication prescribed for the child;
- What may trigger the allergy or medical condition (if relevant);
- Signs and symptoms to be aware of as well as the response required from the service in relation to the emergence of symptoms;
- Any treatment/medication required to be administered in an emergency;
- The response required if the child does not respond to initial treatment;
- When to call an ambulance for assistance; and
- Contact details of the doctor who signed the plan.

Medical Risk-Minimisation Plans are developed in consultation with parents of the child. They are to ensure:

- the risks relating to the child's specific health care need, allergy or relevant medical condition are assessed and minimised;
- if relevant, the safe handling, preparation, consumption and service of food;
- if relevant, the parents are notified of any known allergens that pose a risk to a child and strategies for minimising the risk;
- to ensure all staff members and volunteers can identify the child, the child's medical management plan and the location of the child's medication; and
- if relevant, the child does not attend the service without medication prescribed by the child's medical practitioner in relation to the child's specific health care need, allergy or relevant medical condition.

Communication Plans (*Regulation 90(c)(iv)*)

Embedded within the Medical Risk-Minimisation Plan will be procedures outlined of how communication of the plan will be undertaken to ensure staff and visitors are aware of relevant risks and strategies.

Additionally, the plan will document how a parent may update any relevant details to the management of or details regarding a child's medical condition. This can include reviewing details of the *medical risk-minimisation plan*.

To remove any doubt, a child's parent can at any time communicate any changes to the medical management plan and risk-minimisation plan for the child. While each plan will outline specific steps, the parent can also direct any of these changes to the Nominated Supervisor.

Copy of Policy Provided (Regulation 91)

Parents will be provided copies of the *medical risk-minimisation plan* and asked to confirm their approval. Attached to all each *medical risk-minimisation and communication plan* will be a copy of this policy (4.17 Children and young people with Medical Conditions). These records will be stored with the child's enrolment.

Communication of Plans and Policies

Medical Management Plans are displayed in the OSHC office behind the office door (or specify other location). This location provides discretion from public view and display for all educators of the service. In addition, any children and young people enrolled with medical needs are communicated to staff in team meetings and daily communication. The Nominated Supervisor is responsible for ensuring all educators, other staff and volunteers are able to identify a child with a specific health care need, allergy or other relevant medical condition and be able to locate their information, plans and medication/s easily.

Risk-Minimisation Plans will be stored with enrolment forms and in easy access to emergency medication. All risk-minimisation plans will be communicated with staff. Educators will be asked to sign acknowledgement of reading the risk-minimisation plan. This will document the communication and subsequent understanding of what is required

Practices for the Management of Specific Medical Conditions (Regulation 90(1)(b))

Induction and instruction of this policy will be provided to every staff member and volunteer engaged at the service. Each person must acknowledge they have been trained, read the policy and understand the practices required to support children and young people's health and medical needs.

Individual children and young people's relevant health needs and corresponding plans will be discussed on a regular basis with all educators at team meetings to ensure staff have sound knowledge of practices and emergency management actions.

The service will ensure that at least one educator with a current first-aid and CPR qualification, anaphylaxis management and emergency asthma management training is in attendance at any place children and young people are being cared for, and immediately available in an emergency, at all

times that children and young people are being cared for by the service. The service is committed to exceeding the required minimum standards through providing asthma management training for all educators at least annually.

Educator Training and Qualifications

The Nominated Supervisor will ensure that educators have appropriate education or training to enable them to undertake basic support of the health needs of children and young people, including administering medications, responding to allergic reactions, basic first aid and adhering to special dietary requirements.

Additionally, children and young people who are enrolled in the service with medical conditions and needs requiring specialist knowledge or training will be supported. Educators will have access to training relevant to children and young people's medical needs.

Asthma Management Practices (Regulation 90 (1)(a))

All children and young people diagnosed with asthma must have a medical management plan outlining what to do in an emergency. A risk minimisation plan must be developed in consultation with the parent of a child diagnosed with asthma to identify the triggers and how these will be managed and monitored within the service (procedures outlined above). The action outlined in a medical management plan should be followed in the first instance.

Responding to Emergency Asthma Incidents

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

Asthma Flare-Up Symptoms

The most common symptoms of asthma are:

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

- A feeling of tightness in the chest
- Coughing

Practices to Respond to an Asthma Flare-up:

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

Authorisation for administering asthma medication is not required in an emergency.

Educators should administer medication, then notify the parent and/or emergency services as soon as practicable (Regulation 94)

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

Emergency Asthma Equipment

The service's first aid kit contains Ventolin (blue puffer) and a spacer. Expiry dates of all puffers used will be closely monitored and replaced when expired. Puffers and spacers from the emergency asthma first aid kit must be thoroughly cleaned after each use to prevent cross contamination.

All asthma medication provided by families and administered by educators and/or self-administered by the child with the condition, must be in accordance with the Medication Policy (see Policy 4.6) of this service.

Managing Children and young people at Risk of Anaphylaxis (Regulation 90 (1)(a))

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

In recognising food allergies are a common (but not the only) source of allergy, in order to minimise the risk of exposure of children and young people to foods that might trigger a severe allergy or anaphylaxis in susceptible children and young people, our service will adopt the following practices:

- Educate children and young people about food allergies and ways to keep people safe;
- Actively discourage children and young people to trade or share food, utensils or food containers;
- Ensure all food handling supports children and young people's medical management plans;
- Request families to label all drink bottles and lunch boxes with their child's name;
- Consider the contents of food and non-food items for inconspicuous triggers;
- Monitor attendances to ensure that meals/snacks prepared at the service do not contain identified allergens when those children and young people are in care; and
- Where a child is known to have a susceptibility to severe allergy or anaphylactic reaction to a particular food, the service will develop policy and implement practice for the management of children and young people, educators or visitors bringing foods or products to the service containing the specific allergen (e.g., nuts, eggs, seafood).

Symptoms of Anaphylaxis

Can include any one of the following:

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

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

- Swelling of face, lips and/or eyes.

- Hives or welts.

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

- Abdominal pain and vomiting (these are signs of anaphylaxis for insect allergy).

Responding to Symptoms

All children and young people diagnosed with being at risk of anaphylaxis must have a medical management plan outlining what to do in an emergency. This plan will be followed in the first instance (*Regulation 90(c)(ii)*). Additionally, a risk minimisation plan must be developed in consultation with the parent of a child diagnosed with being at risk of anaphylaxis to identify any triggers/allergies and how these will be managed and monitored within the service (procedures outlined above). The action outlined in a medical management plan should be followed in the first instance.

In the case of a child who has not been previously diagnosed with being at risk of anaphylaxis but is displaying symptoms, the following actions will be taken. The emergency anaphylaxis management qualified educator should be immediately sought by any persons identifying symptoms in a child and/or suspecting a child may be suffering an anaphylactic episode.

1. Lay the person flat – do NOT allow them to stand or walk.
2. Give adrenaline autoinjector (EpiPen).
3. Phone emergency services (ambulance).
4. Phone parent (if practicable).
5. Further adrenaline doses may be given if no response after 5 minutes.
6. Transported to hospital by ambulance (for observation).
7. **If in doubt give adrenaline autoinjector (EpiPen).**
8. Commence CPR at any time if person is unresponsive and not breathing normally.

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

Emergency Medication

The service will always have an in-date adrenaline autoinjector (EpiPen or similar) in their first aid kit for emergency use. This will be in addition to (and not a substitute for) the prescribed devices for individual children and young people with a diagnosed anaphylactic allergy.

This device will be used where

- A child who is known to be at risk of anaphylaxis does not have their own device immediately accessible or the device is out of date;
- A second dose of adrenaline is required before an ambulance has arrived and emergency services have advised the use;
- The child's prescribed device has misfired or accidentally been discharged; and/or
- A child not diagnosed/identified as at risk of anaphylaxis is symptomatic

Each child will have the appropriate medication i.e., EpiPen (or similar) accessible to educators. Appropriate medication will be stored at the service for each relevant child. These will be stored in a clearly labelled and marked containers. All expiry dates of this medication will be recorded in a replacement schedule, which will be actively monitored by the Nominated Supervisor. Parents will be advised of expiry 3 months before expiry date. **Children and young people will not be allowed to attend the service without their medication being available.**

In circumstances where a child requires an EpiPen (or similar) the service will request an additional device is stored at the service rather than being transported. If these arrangements are not suitable, personalised arrangement and risk-minimisation plans will be identified in collaboration with the Nominated Supervisor, Approved Provider and parents.

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

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

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

Hypoglycaemia Symptoms

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

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

Symptoms of ***severe hypoglycaemia*** include being

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

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

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

Hyperglycaemia Symptoms

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

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

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

Children and young people Self-administering Medication (*Regulation 90 (2) & (3)*)

The service can permit children and young people over preschool age to self-administer medication however the relevant authority form must be completed by the parent/authorised person, prior to the child administering the medication.

This information about the symptoms and actions to be taken to support a child will be detailed in the child's medical management and risk-minimisation plan. Plans for the management of medication must also outline how the storage of the medication will be secure, safe and accessible. Children and young people cannot attend the service without access to required medication.

Despite authority to self-administer, educators should be aware of any relevant signs and symptoms or schedules relating to a child's medication administration. Where relevant, educator should prompt/remind children and young people to administer their medication on this basis.

Where a child intends to self-medicate, they must:

- Inform an educator of their intention to take medication
- Collect the medication from where it has safely been stored

Educators will then:

- supervise the child who is self-administering medication/s
- ask the child when medication was last administered (and record this information)
- ensure each child follows all administration of medication, health and hygiene procedures.

Self-Administration Records (Regulation 90 (3))

The service will record all instances of supervised self-administration of medication. A self-administration register will be kept for the child. Details of the date, time and dosage of the medication administration will be recorded by the educator who witnessed the administration.

A copy of the self-administration record can be provided to the parent at any time.

Section	Revision date
Written	November 2015
Last Reviewed / amended	January 2024

4.18 First Aid Policy

The Service acknowledges its responsibility to ensure appropriate procedures are in place for managing all incidents requiring first aid treatment. Therefore, a proactive approach is taken in ensuring all educators are aware of their responsibilities, are suitably trained in first aid response and have access to appropriate first aid equipment.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Work Health and Safety Act 2011*
- *First Aid in the Workplace Code of Practice 2014*
- *NQS Area: 2.1.1, 2.1.3, 2.1.4; 4.2.1; 7.1.2; 7.3.5.*
- *Policies: 4.5 – Illness, Injury, Incident or Trauma, 4.11 – Emergency Health and Medical Procedure Management, 6.3 – Workplace Health and Safety*

Procedures

First aid supplies and resources

As per regulatory requirements, the Service shall ensure there is an appropriate number of suitably equipped first aid kits that are accessible for use within the Service. As per the *First Aid in the Workplace Code of Practice 2014*, the first aid kit should contain (as a minimum):

- Instructions for providing first aid – including cardio-pulmonary resuscitation (CPR) flow chart;
- Adhesive strips (assorted sizes) for minor wound dressing;
- Splinter probes (single use, disposable);
- Non-allergenic adhesive tape for securing dressings and strapping;
- Eye pads for emergency eye cover;
- Triangular bandage for slings, support and/or padding;
- Hospital crepe or conforming bandage to hold dressings in place;
- Wound/combine dressings to control bleeding and for covering wounds;
- Non-adhesive dressings for wound dressing;
- Safety pins to secure bandages and slings;
- Scissors for cutting dressings or clothing;
- Kidney dish for holding dressings and instruments;
- Small dressings' bowl for holding liquids;
- Gauze squares for cleaning wounds;

- Forceps/tweezers for removing foreign bodies;
- Disposable nitrile, latex or vinyl gloves for infection control;
- Sharps disposal container for infection control and disposal purposes;
- Sterile saline solution or sterile water for emergency eye wash or for irrigating eye wounds. This saline solution must be discarded after opening;
- Resuscitation mask to be used by qualified personnel for resuscitation purposes;
- Antiseptic solution for cleaning wounds and skin;
- Plastic bags for waste disposal;
- Note pad and pen/pencil for recording the injured or ill person's condition and treatment given;
- Re-usable ice-pack for the management of strains, sprains and bruises. Re-usable or "one off use" ice-packs will be accessible for the management of strains, sprains and bruises.

First aid information shall be easy to understand and accessible to educators. A variety of information methods may be used including verbal explanations and/or demonstrations, videos and posters (in plain English or other appropriate languages).

Risk assessments will be undertaken to identify the possibility of specific injuries and illnesses such as burns, eye injuries and/or poisoning occurring. In this instance, additional first aid kit contents and facilities may be provided.

The Coordinator shall be responsible for completing a checklist of supplies for each first aid kit on a regular basis

First aid responders

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

A suitably qualified first aid educator shall undertake the initial management of any injuries and illnesses occurring at the Service. The initial care provided shall be consistent with their level of first aid training and competence. If management of the first aid incident is deemed to be of a serious nature, the injured or ill person shall be referred for medical assistance.

The service organises two First Aid and CPR training evenings each year and covers the cost of this for educators if they are able to attend one of those evenings. If educators are not able to attend, it is

the educator's responsibility to ensure the currency of their first aid qualifications as some may be subject to specific requirements, for example refresher training or evidence of proficiency in CPR.

Information about the Service's first aid facilities shall be provided to educators through the induction process on commencement of employment.

Current information about specific risks in the workplace and any changes affecting the provision and use of first aid facilities will be provided to educators on a regular basis.

Administering first aid

Procedures for administering first aid will be in accordance with the Injury, Illness, Incident or Trauma Policy of this service. The first aid procedures developed and implemented at the Service are designed to:

- Preserve life;
- Ensure that ill or injured persons are stabilised and comforted until medical help intervenes;
- Monitor ill or injured persons in the recovery stage;
- Apply further first aid strategies if the condition does not improve; and
- Ensure that the environment is safe and that other persons are not in danger of becoming ill or injured.

All educators and volunteers shall be informed about first aid equipment and facilities via induction and the Educator handbook;

The coordinator and educators will ensure children and young people are advised of what to do, where to go and whom to seek first aid assistance from, whilst in attendance at the Service.

Children and young people attending the service with identified health and/or medical conditions will be required to have a first aid action plan in place. This action plan will be followed in the event of first aid needing to be administered.

First aid records

All incidents requiring first aid treatment will be recorded on the appropriate child or educator reporting forms.

For incidents that may require minor first aid (e.g., band aids), an entry must be made in the first aid record book. Information to be included in the first aid record book may include:

- The child's name,
- The reason for and location of band aid (on their person), and

- Educator signature.

First aid incident reports will be reviewed by the Coordinator on a periodic basis in order to identify areas or processes of the Service that are likely to give rise to injury or illness. Such periodic reviews will also be used to:

- Review safety procedures for preventing further problems;
- Implement safer and healthier work practices;
- Identify where first aid facilities and services are most needed;

First aid records relating to incidents involving educators will be kept in their staff file and maintained for workers' compensation purposes.

A copy of the first aid record shall accompany an injured or ill person if the person is transferred to a medical service or hospital.

Employees shall be given a copy of their first aid record or have access to that record on request. The original copy of the first aid record shall be retained at the Service.

The parent/guardian of a child may be given a copy of their first aid record or have access to that child's record on request. The original copy of the first aid record shall be retained at the Service.

Section	Revision date
Written	November 2015
Last Reviewed / amended	January 2024

4.19 Immunisation Policy

The service acknowledges their obligation to ensure a safe environment and operations of the service, including the prevention of infectious disease. Additionally, the service recognises the role of scheduled vaccinations (see National Immunisation Program) in addressing health risks to children and young people and the community. The service is committed to promoting sound health strategies through documenting the immunisation status of people accessing the service.

To manage these duties, upon enrolment, the service will request parents/caregivers to provide their child's immunisation history statement, to determine if enrolment and subsequent attendance will be accepted. Furthermore, employees will be asked to record their immunisation status and, although not mandatory it is considered best practice to encourage employees to ensure their immunisations are up to date (see section 4.2 of the *Staying Healthy* resource).

Should there be an instance of infectious disease occur at the service in which a person is not immunised, the Nominated Supervisor will liaise with the Approved Provider to coordinate management of health and safety, up to and including temporary exclusion.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011*
- A New Tax System (Family Assistance) Act 1999*
- Family Assistance (Immunisation Principles and Vaccination Schedules) (DSS) Determination 2018*
- Public Health Act 2005*
- Work Health and Safe Act 2011*
- Staying healthy: Preventing infectious diseases in early childhood education and care services*
- National Quality Standard, Quality Areas: 1 – Educational program and practice; 2 – Children and young people's health and safety; 3 – Physical environment; 4 - Staffing arrangements; 5 - Relationships with children and young people; 6 - Collaborative partnerships with families and communities; and 7 – Governance and leadership.*

Related Policies

- 4.2 *Infectious Diseases*
- 8.17 *Fit for Work*
- 9.1 *Access*
- 9.2 *Enrolment*
- 10.8 *Information Handling (Privacy and Confidentiality)*
- 10.34 *Administration of Child Care Subsidy (CCS)*

Procedures

Employees

All employees and volunteers working with children and young people in the service should be up to date with all the vaccinations as recommended for adults contained within the [National Immunisation Program Schedule](#).

Queensland Health recommends people working with children and young people to be vaccinated against –

- Influenza (up to date)
- Measles
- Mumps
- Rubella (German measles)
- Whooping cough (pertussis)
- Chickenpox (varicella)
- Hepatitis A

Upon commencement of employment, the Nominated Supervisor (or appropriate other) will request the educator to indicate the relevant known vaccination they have received. This record will be stored securely in the staff file and will typically only be referred to in the event of an outbreak of a vaccine

preventable disease. Should an employee withhold a record, the employee will be taken as having a 'non-immunised' status for all relevant diseases.

In the event of a vaccine-preventable disease within the service the employee's immunisation records will be checked. The service may require 'non-immunised' employee's to be excluded from the service based as guided in the *Staying Healthy* resource.

Enrolled Children and young people

During the enrolment process the service will require the parent/caregiver to produce relevant immunisation record, via either –

- an official statement issued by the Australian Immunisation Register (AIR)
- a letter from a recognised immunisation provider such as a GP.

The immunisation record will state whether the immunisations are 'up to date' or 'not up to date' with the National Immunisation Program Schedule. Should no record be provided to the service the child's immunisation status will be considered 'not up to date.'

The service can request an updated immunisation history statement for children and young people already enrolled in the service. The parent/guardian has four weeks to provide a current statement.

Where the parent/caregiver does not provide the child's immunisation history statement within the reasonable timeframe (4 weeks) or a family has alerted to the service that their child is not immunised through a conscientious objection, the child's enrolment may be:

- Refused or cancelled - Under the *Public Health Act*, an education and care can refuse the enrolment or attendance of children and young people who are not up to date with their scheduled vaccinations as per the National Immunisation Program.
- Refuse attendance until immunised - Attendance can be refused until an Immunisation History Statement or other documentation from a recognised immunisation provider demonstrates full immunisation status; or
- Accepted, with specific conditions in place - Specific conditions may include restricting care during an outbreak of infectious disease at the service.

Families whose children and young people immunisation status is deemed 'not up to date', with an accepted enrolment, (with or without conditions) will not be eligible for Child Care Subsidy (CCS). To remove any doubt, the service has the flexibility to allow the enrolment or attendance of children and young people whose immunisation status may be unknown or not up-to-date.

Enrolment and/or attendance for a child cannot be refused based on an immunisation status if children and young people have a medical contraindication to some or all scheduled vaccines. Likewise, for children and young people who are on a recognised catch-up schedule - whilst not technically vaccinated, these children and young people are still classified as having an 'up-to-date' immunisation status and this should be indicated on their immunisation history statement.

Management

The service will establish risk management procedures relating to monitoring and managing the spread of vaccine-preventable diseases at the service. Procedures will include but not limited to:

- Monitoring and recording children and young people's immunisation status through enrolment.
- Recording and referring to the immunisation status of employees.
- Communication regarding infectious disease outbreak and management; and
- Limiting attendance for vulnerable children and young people during times of infectious disease outbreak (if enrolment has been accepted).
- Limiting attendance for vulnerable employees during times of infectious disease outbreak based on advice from the Public Health Authority.

Section	Revision date
Written	December 2015
Last Reviewed / amended	January 2024

Policy Group 5 - Food and Nutrition

5.1 Food Handling Policy

The Service recognises the need for effective food handling and storage practices to ensure that the food is not contaminated, nor allowed to become contaminated, or unfit to be eaten. All food which is handled (including preparing, eating or storing) at the Service is to be handled according to the recommended food handling and storage guidelines as set out in the Australian and New Zealand Food Standards Code.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Local Authority (e.g., Brisbane City Council) Food Handling By-laws*
- *Australian and New Zealand Food Standards – chapter 3 Food Safety Standards (Australia only)*
- *NQS Area: 2.1.1, 2.1.3, 2.1.4; 2.2.1; 2.3.2; 3.1.2; 3.3.1; 4.2.1; 6.1.1; 7.1.2; 7.3.5.*
- *Policies: 4.1 – General Health and Safety, 4.3 - Hygiene, 4.4 – Preventative Health and Wellbeing, 4.10 – Anaphylaxis Management, 5.5 – Cleaning and Sanitising, 8.13 – Employee Health, 9.2 – Enrolment.*

Procedures

See also Policy 4.3 regarding general hygiene policies and procedures, including relating to preparation and handling of food.

The Coordinator and Food Services Manager will be responsible to ensure that all food preparation and preparation areas comply with all laws and regulations, including Local Council by-laws (or equivalent) where applicable. The Food Services Manager will hold a valid Food Safety Supervisor Certificate at all times.

The service will provide the necessary food handling equipment and/or utensils (e.g., gloves), including colour-coded cutting boards to prevent cross contamination.

Food Services Manager and Educators will ensure their hair is tied back and does not fall into the food.

All food preparation surfaces and utensils will be kept clean and, in particular, will be thoroughly cleaned before use. Food preparation equipment and surfaces will be cleaned and sanitised in accordance with the service Cleaning and Sanitising Policy (see Policy 5.5).

Food Services Manager and Educators will ensure that they, and the children and young people, use effective hand hygiene before handling, preparing and eating of food.

Food Services Manager and Educators will be made aware of and kept up to date about children and young people who may suffer dietary issues and/or allergies relating to food and/or particular food ingredients through signs in the kitchen area and regular discussions at team meetings. All care and attention will be taken when preparing, serving and storing food for children and young people with particular dietary and/or allergy issues. Families may be requested to provide their child's food if the service is unable to cater for their specific need.

Children and young people will not be in the food preparation area unsupervised. Food activities that require heating and/or cooking will be fully supervised by an educator.

Food Services Manager and Educators and/or children and young people who are unwell will not be permitted to handle food, whether it is a food activity or preparation of the afternoon tea menu.

After opening, perishable items will be suitably covered and refrigerated, and non-perishable items will be stored in airtight containers in the food storage/pantry area. All items will be clearly labelled to include food items name and date stored and/or use by/expiry date. The service will ensure regular pest and vermin maintenance is conducted to prevent contamination.

Perishable food brought from home by children and young people and/or educators will be refrigerated as soon as possible. Families will be provided with information, through the enrolment and orientation process, relating to storage of lunch boxes during vacation care.

The refrigerator will be cleaned weekly and the stove will be cleaned after use. As part of the weekly refrigerator and pantry clean, foods will be rotated according to their use-by date.

The 'use-by' dates of all foods for use at the service will be carefully monitored. Foods noted with expired 'use-by' dates will be suitably disposed.

Food Services Manager and Educators will not eat, nor permit to be eaten by any child, food that has fallen on the ground, or been handled by another child. Food that is not fit to be eaten is to be immediately disposed of, in an appropriate manner, so that it will not be eaten.

Food Recall

The Service shall monitor foods purchased to ensure recall alerts have not been enacted. Recall alerts may be distributed via television, newspaper and radio communications from the manufacturer or recognized health authority.

All foods recalled under food alerts will be repackaged and returned or destroyed according to instructions as per the food recall alert.

Please note: This policy has been developed in accordance with the recommendations of the Australia and New Zealand Food Standards. Further information can be accessed from <http://www.foodstandards.gov.au/foodstandards/foodstandardscode.cfm> Services are encouraged to access this information directly.

Any reference to the content from this site should be dated in the policy at the time it was accessed. The resource papers available from <http://www.foodstandards.gov.au/foodstandards/foodstandardscode.cfm> provide support to the service in developing and maintaining food safety standards.

Section	Revision date
Written	December 2007
Last Reviewed / amended	January 2024

5.2 Nutrition, Dietary Requirements, and Food Safety Policy

Bulimba OSHC provides food as part of the service's education and care. The service recognises and acknowledges the importance of providing food that is both nutritious and appropriate to the needs of the children. We encourage and promote the health and wellbeing of children by providing positive learning experiences during meal/snack times where good nutritional food habits are developed in a happy, social environment. Parents are supported to understand the benefits of this approach to nutrition for their children.

The food and meals provided by the service will be adequate for the situation. Where desired, children will also be able to access food they may have brought to the service in their lunchbox. Drinking water will always be available and accessible to children.

Safe Food Handling Practices

The service has strict procedures to ensure food prepared, stored and served by the service upholds food safety standards, with a food safety program implemented to ensure this outcome. While the food safety program covers the entirety of the service's food handling practices, a key focus is around the safe preparation and storage of potentially hazardous food items, which are—

Foods that must be kept at a particular temperature to minimise the growth of food poisoning bacteria that may be in the food, or to stop the formation of toxins. These types of food are typically protein-rich foods (such as meat, dairy products), processed fruit and vegetables. and previously cooked food.

Health and Nutrition Guidelines

The service's menus and food available will be based on information from recognised health authorities, such as government health department and other organisations with recognised expertise in nutrition (e.g., Nutrition Australia, Heart Foundation, Queensland Health). The primary guidelines for menu items will be based on the National Health and Medical Research Council's 'Australian Dietary Guidelines' and Queensland Education's Smart Choices strategy.

Importantly the service recognises the following key points from the Australian Dietary Guidelines:

- Children and adolescents need sufficient nutritious foods to grow and develop normally.
- In enjoying a wide variety of nutritious foods. Children adolescents should be encouraged to:
 - eat plenty of vegetables, legumes and fruits.
 - eat plenty of grain (cereal) foods, (including breads, rice, pasta and noodles), preferably wholegrain.
 - include lean meat, fish, poultry and/or alternatives.
 - include milks, yoghurt, cheese and/or alternatives.
 - Reduced fat varieties should be encouraged.
 - choose water as a drink.
- Likewise, care should be taken to:
 - limit saturated fat.
 - choose foods low in salt.
 - consume only moderate amounts foods containing added sugars.

- Prepare and store children’s food safely.

The Eating Environment

Outside of the food provided by the service, we are committed to promoting healthy eating habits and providing nutritious food and drinks that meet the needs of children. We aim to influence children and families about making informed food choices and to create a positive and enjoyable eating environment. Educators will encourage and involve children in conversations and routines that promote healthy eating and good nutrition.

Programming – Food Based Activities

Cooking and preparing food with children also serves as a valuable program activity. Educators will ensure these activities reflect a safe environment for children’s participation and consumption. Relevant precautions will be taken to consider the need for specific risk assessment, based on the nature of the activities and environment.

Key Tasks and Responsibilities

Menu Development	The Approved Provider will ensure the relevant guidelines are available to ensure the food available to children is suitable. The Nominated Supervisor is to monitor the menu planning to ensure it reflects the relevant guidelines and expectations.
Food Preparation and Handling	The Nominated Supervisor or Responsible Person will monitor educator practices to ensure the food safety program is followed. The Nominated Supervisor will also ensure educators access relevant training and instruction, and the cleanliness of food preparation area is maintained.
Eating Environment	The Nominated Supervisor and Responsible Person is supported by educators to ensure the eating environment remains a pleasant and suitable space for children to consume meals and socialise.

Procedures

Menu Development

Health and Nutrition

1. The Nominated Supervisor will ensure that educators are provided with adequate training and instruction in relation to food handling and storage procedures, including induction processes to inform educators on the service’s practices for food safety.
2. Persons tasked with developing menu plans will have relevant understanding of nutritional guidelines, procedures and requirements of the service to serve adequate, healthy and nutritious food.
3. The service will continually consider the additional training needs, and where relevant, educators will be encouraged to attend professional development on food and nutrition themes.

Developing a Menu Plan

The service provides food – typically breakfast and afternoon tea – for the relevant sessions of care. A weekly menu is prepared to ensure the food provided reflects the relevant guidelines for nutrition and healthy eating:

1. In preparing the weekly menu, the Food Services Manager will demonstrate a wide variety of nutritious foods, including designing items to encourage plenty of desirable foods (vegetables, fruits, grain).
2. All menus will be planned in advance (at least the week prior).
3. As far as practical, the menu will include plenty of fresh foods, as opposed to pre-packaged and prepared foods.
4. Special dietary needs will be provided for with relevant alternatives or where otherwise impractical, the service will make individual arrangements with families.
5. Food or beverages provided will take into account any specific cultural or religious requirements.
6. Consideration will be given to preferences of children.
7. Children, families and other educators are encouraged to contribute ideas for the menu.

The weekly menu will be displayed near the entrance of the OSHC and will accurately describe the foods to be served throughout the week.

Drinking Water

- The Nominated Supervisor will ensure that children have ready access to safe drinking water.
- Water will be the preferred drink (milk and other drinks may be available on occasions).
- Educators will encourage children to drink extra water during the summer months or after/during vigorous activities.

Food Safety Program

Purchasing Food and Receiving Food Items

The service will purchase food products from reputable food businesses, primarily traditional supermarket businesses. The choice of supplier will be limited to those whose services and products have been found to be reliable.

Largely, products are delivered to the service from the supplier. When products are purchased and are delivered, the following conditions must be met-

1. Food should be covered or packaged (without damage) on arrival.
2. The staff member collecting the food or products should inspect to ensure no food or product is spoiled, has damaged packaging or past used-by date.
3. The staff member should check the temperature of the food including –
 - a. Chilled food is at or below 5°C.
 - b. Frozen Food is hard not partly thawed.
4. Food not meeting these requirements should be rejected.
5. The food or products should be immediately placed in the appropriate storage location.

Food Storage

Food must be stored in an appropriate environment to protect it from contamination and to maintain the safety and stability of the food, including—

Dry Storage (pantry/ cupboard)	<ul style="list-style-type: none"> • Educators to inspect for signs of pests and the premises is regularly treated by a licensed pest controller. • Opened packaged products are stored in clean, sealed food grade containers (or re-sealable packaging). • Products are rotated and weekly inspections identify out-of-date stock. • Food is stored in accordance with manufacturer's specifications and not overcrowded.
Cold Storage (fridge)	<ul style="list-style-type: none"> • Temperature checked and recorded daily with a thermometer to ensure below 5°C. • All potentially hazardous foods stored in a clean and covered food grade container or wrapped in a protective covering. • Fridge should not be overcrowded. • Raw foods must be separated from cooked or ready-to-eat foods. With ready-to-eat foods stored above raw foods. • Date mark and label stored food.
Frozen Storage (freezer)	<ul style="list-style-type: none"> • Frozen food needs to be stored frozen hard (not partially thawed). • Frozen food must be stored and covered in clean containers. It should be clearly labelled and dated to allow for stock rotation. • Frozen storage areas must not be overcrowded.

Food is discarded when stored outside of these requirements (contaminated, incorrect temperature, out-of-date etc).

Thawing

Thawing potentially hazardous frozen food may pose a food safety risk if the temperature of the food is between 5°C and 60°C during thawing, allowing food poisoning bacteria to grow. All thawing of frozen food will be planned and either occur via the fridge or microwave.

Preparation and Handling

When preparing and handling food, there is risk of contamination (physical and chemical) and bacteria causing food-borne illness. The service's safe food handling practices address these risks—

1. Food handlers will have appropriate skills and knowledge for each food preparation task.
2. Clean and inspect food preparation surfaces, equipment and utensils before use.
3. Wash hands properly before starting food handling.
4. Ready-to-eat food is kept apart from raw ingredients during preparation, including:
 - o Fruit and vegetables intended for immediate consumption must be washed before preparing, including those where the skin is not intended to be eaten.
 - o Use separate utensils and cutting boards when preparing raw food and ready-to-eat food. Washing, sanitising and thoroughly drying cutting boards and utensils between use.
5. Minimise the time that potentially hazardous food is above 5°C and return food to the refrigerator during any break in preparation.
6. Wiping cloths should be replaced daily and cleaned, rinsed and dried between uses.
7. Throw away single use items after one use.

8. Any food contaminated by dirty equipment or other cross-contamination is thrown away.

Cooking

Hot food must be fully cooked to a sufficient temperature to achieve a safe temperature for consumption. Potentially hazardous foods, which are not fully cooked, will not be safe to eat, as bacteria will not be killed. Where the food handler must use a thermometer to check the internal temperature has reached a minimum of 74°C where they are uncertain the food is cooked.

Maintain potentially hazardous food at a temperature of 5°C or below or 60°C and above.

If food is kept between 5°C and 60°C, this temperature must be monitored and recorded. Where potentially hazardous food that has been kept between 5°C and 60°C for -

less than two hours	must be refrigerated or used immediately
longer than two hours but less than four hours	must be used immediately
longer than four hours	must be thrown out

Cooling

Hazardous food that is intended to be cooled and use later, needs to reach a temperature of 5°C or colder as quickly as possible. When cooling cooked potentially hazardous food, cool the food within the following timeframes:

- from 60°C to 21°C within two hours.
- from 21°C to 5°C within a further four hours.

This means you have a maximum of six hours to cool food from 60°C to 5°C or below.

Reheating

Reheat previously cooked and cooled potentially hazardous food, you must reheat it rapidly to 60°C or hotter. Meaning food must be reheated to 60°C within a maximum of two hours.

Cleaning Schedule

Anything that comes into contact with food must be cleaned and sanitised after use, with a commercial sanitiser (following the manufacturer's instructions).

Items and areas which do not come into contact with food only need to be washed with detergent, using the following schedule —

Floors, rubbish bins	Daily
Fridge, microwave, cupboards and shelves	Weekly
Freezer	Monthly
Windows, walls, ceilings, ovens	Quarterly

Immediate cleaning is necessary for spills and potential hazards.

The Eating Environment

Mealtimes and the interactions that occur when eating contribute to the learning outcomes and experience of children. The eating environment will be shaped to be a calm and enjoyable setting.

Safe and Pleasant Environment

1. Children must wash their hand prior to mealtimes following the steps contained in 4.2 Infectious Diseases Policy.
2. Educators will promote a calm and hygienic eating setting by encouraging children to sit whilst eating. To promote a suitable environment, meal and snack times will follow a daily routine that is flexible and child-centred.
3. Educators will sit with children during meals to provide supervision, encourage healthy eating, and promote positive behaviour.
4. When children are finished eating, they will follow routines to leave the area tidy and place items in the washing up.

Serving of Food

1. Independence will be fostered by encouraging children to serve themselves food, under supervision from educators, using appropriate equipment.
2. Anyone serving themselves or others food, will use tongs/utensils (or gloves if needed).
3. At meal/snack times, educators will encourage children to try a variety of foods. Children will never be forced into selecting or consuming particular foods.
4. An adequate quantity of food will be available, but children should take an appropriate initial portion and come back if more is required.

Diverse Cultural Experiences

1. Food provided includes food from various cultures particularly those represented in the service and local community.
2. Families from other cultures within the service or wider community may be invited to participate in the program, providing children with food experiences from their own culture.
3. Food awareness activities will be chosen from a variety of cultures and may include:
 - a. different ways of serving the food (i.e., chopsticks).
 - b. different varieties of foods (e.g., feta cheese instead of cheddar).
 - c. foods that may have significance within their culture (e.g., Anzac biscuits and their origin).

Allergies and Dietary Restrictions

1. Children with allergies or other dietary restrictions will have specific plans developed as per the Children and Young People with Medical Conditions Policy.
2. Consistent with regulatory requirements, educators will be informed of any allergies, intolerances, or specific dietary needs of children and the plans prepared for their management.
3. Suitable alternatives will be provided for children with special dietary needs.

4. Educator's training and risk minimisation plans will capture the management process to minimise cross contamination, with alternative foods kept and prepared separate from other foods.
5. Children with relevant allergies will be monitored throughout food service and eating times to ensure their wellbeing and safety.

Food Experiences

Food will not be used in the service as punishment or reward for children.

Cooking, Food Preparation and Service with Children

1. Children's involvement with food preparation and serving will be promoted and explored as much as possible.
6. Play and learning activities surrounding food, such as cooking will be included as part of the program.

Safety around food activities

1. All times children are handling food, they must follow the service's hygiene practice, including handwashing.
7. Children will not be allowed in the kitchen or food preparation area unsupervised. Food activities that require heating and/or cooking will be fully risk assessed and supervised by an educator.
8. Children who are unwell will not be permitted to handle food consumed by others.
9. Risk assessments will be written to manage any significant risks associated with heat, knives and other potential hazards.

Partnering with Families

Sharing Information

1. Parents are responsible for communicating any dietary needs or restrictions. Generally, this information is captured on enrolment. Parents can update the service at any time, should a condition emerge.

Food Provided by Parents

1. Where parents provide food for their children, the service will promote relevant nutritional information as well as suggestions for healthy food and drink choices,
2. Provision for storage of food for children may be available during vacation care,
3. Any issues will be addressed and planned with each individual family directly.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.167 Offence relating to protection of children from harm and hazards
- **Education and Care Services National Regulations:**
 - R.77 Health, hygiene and safe food practices
 - R.78 Food and beverages
 - R.79 Service providing food and beverages
 - R.80 Weekly menu
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA1 – Educational program and practice
 - QA2 – Children’s health and safety
 - QA3 – Physical environment
 - QA4 – Staffing arrangements

Additional Regulatory Context and Guidance

- Food Act 2006 (Qld)
- Australian dietary guidelines - National Health and Medical Research Council’s
- Queensland Education’s Smart Choices strategy

Related policies and procedures

[Example 5.1 Interactions and Relationships with Children](#)

[Example 6.1 Enrolment and Orientation](#)

[Example 7.2 Privacy and Confidentiality of Records](#)

Section	Revision date
Written	December 2007
Last Reviewed / amended	January 2024

Policy Group 6 - Provision and Safety of Facilities

6.1 *Space and Facilities Requirement Policy*

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 2.1.2; 3.1.1, 3.1.3; 3.2.1; 6.1.3; 6.3.3; 7.1.1, 7.2.3.*
- *Policies: 3.1 – Educational Program Planning, 3.7 – Physical Activity, 10.3 – Budgeting and Planning.*

Procedures

The P&C Executive Committee will ensure that the following are provided by the Service:

- Indoor space of 3.25 m² of useable space per child. Indoor spaces used by children and young people will be well ventilated, have adequate natural light and are maintained at a temperature that is safe and reasonable.
- Outdoor space of 7m² of useable space per child including adequate shaded areas.
- Playground equipment swings and other large pieces of equipment are to be located over areas with soft fall surfaces recommended by recognized safety authorities.
- Veranda areas may be included as either indoor OR outdoor space and only with the written approval of the Regulatory Authority.

Adequate toilet, hand washing and drying facilities for children and young people and educators and in particular that:

- By location and design, allow for safe use by the children and young people and;
- Allow convenient access from both indoor and outdoor areas.
- Facilities that cater for soiled clothing including hygienic storage and inaccessibility to children and young people.
- Adequate facilities that cater for the safe handling, preparation, storage and disposal of food and beverages.
- Sufficient furniture, materials and equipment that are developmentally appropriate, inclusive and adaptable to ensure participation by every child in the program.

Adequate administrative space and facilities for the purposes of:

- Conducting the administrative functions of the service, and;
- Private and personal conversations with families;
- Providing respite for co-ordinators, educators and/or volunteers.

The P&C Executive will, in conjunction with the P&C Services Manager, ensure that the following are available at the Service:

- A telephone located inside the premises or one that is accessible at all times;
- Storage space close to play areas, with at least one lockable cupboard for valuable equipment;
- A lockable drawer or small cupboard for educator personal belongings;
- Area to display children and young people's artwork and a notice area for parents;
- Equipment and resources displayed in such a way that children and young people can access them independently;
- A space for children and young people to put their lunch/coat/bags etc.;
- Adequate lockable storage facilities for equipment, tools, first aid kit, medication and poisonous and dangerous substances;
- Lockable cupboards or filing cabinet for all child and family information (including enrolment forms) educator records and any other confidential records;
- Adequate space for children and young people to engage in rest and/or quiet experiences

Section	Revision date
Written	December 2007
Last Reviewed / amended	January 2024

6.2 Provision of Equipment and Resources Policy

The Service recognizes the importance of providing resources and equipment that are safe and suitable to the developmental and recreational needs of the children and young people in care. When purchasing resources and/or equipment consideration will be given to the ages, skills and abilities as well as the area in which the resources/equipment are to be used.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *See relevant Australian Standards on equipment in the Service*
- *NQS Area: 1.1.5; 1.2.2; 2.2.2; 3.1.1, 3.1.3; 3.2; 3.3; 6.1.2; 7.3.5.*
- *Policies: 3.1 - Educational Program Planning, 3.7 – Physical Activity, 3.9 – Creative and Expressive Arts, 4.4 – Preventative Health and Wellbeing, 6.1 Space and Facilities Requirement, 6.3 – Workplace Health and Safety.*

Procedures

Care will be taken when purchasing equipment to ensure it complies with relevant Australian Standards (available from Standards Australia) and is suitable for the purpose for which it is intended.

Equipment provided will be appropriate to the interest, developmental and cultural needs of the children and young people, is flexible and able to be rearranged or adjusted to provide additional interest, variety, challenge and support the inclusion of children and young people with special/additional needs.

The Coordinator will ensure that all equipment is regularly checked, cleaned and maintained in accordance with manufacturer's instructions and otherwise as reasonably necessary to ensure that it remains in a safe and good working order.

Children and young people will be encouraged to access outdoor areas which include natural elements such as trees, plants, edible gardens, sand, rocks, mud and water.

- Safe storage and shelving will be provided to allow children and young people to independently access equipment and resources.
- The Coordinator will ensure that a wide range of real, commercial, natural, recycled and simple homemade materials are provided to support the children and young people's learning in a range of ways.

Section	Revision date
Written	December 2007
Last Reviewed / amended	January 2024

6.3 **Workplace Health and Safety Policy**

For the protection of children, educators, management and the service as a whole, the service will ensure that its equipment, facilities and premises are safe and clean in keeping with the requirements of the Work Health and Safety Act, 2011. The service promotes health and safety awareness for all people involved in the service. Policies and procedures are developed and monitored to reflect safe work practices.

The service will ensure the space and facilities used for the OSHC program are safe, stimulating and enable the provision of quality education and care. The service will work collaboratively to ensure the environment accessible to all children will positively and safely contribute to their wellbeing, learning and development. The service recognises the responsibility to ensure the environment and equipment used in providing care and education is safe, clean and in good repair.

Risk Assessment Consultation

Consultation with educators is more than a courtesy, it is a legal requirement and an essential part of managing health and safety risks. A safe workplace is more easily achieved when everyone involved in the work communicates with each other to identify hazards and risks, talks about any health and safety concerns and works together to find solutions. This includes cooperation between the people who manage the work and those who carry out the work or who are affected by the work. By drawing on the knowledge and experience of everyone, more informed decisions can be made about how the work should be carried out safely. Educators are to be actively involved in the risk assessment process to improve the effectiveness of controls and to drive a culture of safety.

WHS Procedures

The service's duties in maintaining a suitable safe and healthy workplace environment are covered by procedures for—

- managing risks in the workplace (risk assessment process),
- systems to ensure a safe physical environment is established and maintained, and
- routine practices to manage workplace hazards.

Key Tasks and Responsibilities

Risk Assessment Procedures	The Approved Provider is responsible for establishing processes to manage and control risks. They collaborate with the Nominated Supervisor and educators to ensure effective control measures are embedded. The Nominated Supervisor is responsible for maintaining risk assessment records and relevant reports.
Daily Checklists	All educators are to inspect the physical environment to ensure the service is physically suitable for play and leisure. Any identified hazards are brought to the attention of the Nominated Supervisor or Responsible Person and addressed appropriately.

Supervising Practices	The Nominated Supervisor or Responsible Person is responsible for the supervision of staff executing tasks to ensure safety, including providing relevant instruction and guidance.
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Procedures

Work Health and Safety – Risk Management Process

While the Approved Provider sets out the expectations and processes for ensuring risks are managed, the Nominated Supervisor is responsible for leading the day-to-day work health and safety management and to ensure control measures are followed. In recognising risk management is a shared responsibility, the Nominated Supervisor is supported by educators who will assist identifying hazards and improving the control measures adopted to address relevant risks.

A comprehensive risk assessment process forms the basis of the work health and safety framework for the service. Our risk assessment procedures are ongoing process that are triggered when there is a change or introduction to anything that might affect work activities, the environment or the health and safety of people at the service. The Nominated Supervisor will consider a new or revised risk assessment when:

- Changing work practices, procedures or the work environment.
- Purchasing new equipment or using new substances.
- New information about work related risks becomes available.
- Responding to work related incidents (even if they have caused no injury).
- Responding to concerns raised by workers or others at work.
- Required by the relevant regulation or rule.

Managing work risks is a four-stage process to:

Identify hazards	Discover and document what could cause harm.
Assess risks	Understand- <ul style="list-style-type: none"> • the nature of the harm that could be caused by the hazard, • how serious the harm could be, and • the likelihood of it happening.
Control risks	Implement the most effective control measure that is reasonably practicable in the circumstances.
Review control measures	Monitor and supervise control measures to ensure they are eliminating or isolating risks as planned.

Once a hazard is identified, the risk assessment will process will identify a control measure that takes every reasonable precaution to control the risk, with the hierarchy of risk control informing the control measure selected. The service will look to adopt the highest level of control available.

Level 1	Eliminate	Remove the hazard and associated risk.
Level 2	Substitute	The hazard with something safer - replace hazard item.
	Isolate	Physically separating the source of harm from people by distance or using barriers.
	Physical modification or design	Uses a mechanical device or process to physically assist and reduce the chance of physical injury or fatigue.
Level 3	Administrative controls	Work methods or procedures that are designed to minimise exposure to a hazard.
	Personal protective equipment (PPE)	Face masks, gloves, aprons and protective eyewear.

Consultation

Educators will be actively involved in ensuring a safe and healthy work environment, being provided with a reasonable opportunity to express their views and contribute to health and safety decisions.

This may involve:

- providing a suitable time during work hours for consultation and discussion.
- allowing opinions and perspectives about health and safety to be regularly discussed and considered in meetings.
- providing educators and parents with multiple ways to provide feedback (e.g., email).

The Approved Provider and Nominated Supervisor will take into account the views of educators and families before making final decisions. However, consultation will not require consensus or agreement, its purpose is around the service's leadership to allow contribution for stakeholders before health and safety decisions made.

Safe Physical Environment

The generally design of the facilities is appropriate for quality education and care, and ensures there is adequate temperature control, ventilation, lighting and shade for children and educators' health, safety and comfort.

Risk Assessment

The service has developed a comprehensive risk assessment for the service's indoor and outdoor environment, which establishes a standard for the environment's health and safety.

Daily Inspections (Checklists)

Prior to each session an inspection of the facilities is carried out (a daily inspection) to ensure the environment reflects the established standard. These checks are documented, and any issues are brought to the attention of the Nominated Supervisor, with the following remediate actions expected—

- Any equipment that is faulty or broken is removed and/or disposed of.
- Any rubbish or hazards are cleaned, or where this isn't possible, the area is isolated.
- Any playground features that are damaged or worn will be isolated and reported to the school for maintenance.

Where an area is isolated because of a hazard-

1. Educators will be informed at the daily meeting/catch up, and
2. The school will be notified at the earliest opportunity.

Electrical Safety

The Approved Provider will ensure the building is inspected periodically for electrical safety including relevant electrical safety devices. The Nominated Supervisor will coordinate and ensure:

- Specified electrical equipment is inspected, tested and tagged by a competent person at recommended intervals and immediately withdrawn from use if it is not safe to use.
- Specified electrical equipment is connected to a type 1 or 2 safety switch. The safety switch must be tested at prescribed intervals and withdrawn from use if not working properly.

Educators will be instructed in the safe use and storage of electrical equipment associated with their work.

Managing Workplace Hazards (Routine Practices)

Dangerous Substances

A risk assessment has been developed to addresses the storage and use of any dangerous substances (any chemicals, disinfectants, sanitisers, poisons, corrosive or otherwise toxic substances) located at the service, and ensures—

- All potential hazardous substances, including cleaning items, are to be—
 - clearly labelled as per manufacturer safety instructions.
 - kept out of reach of children and placed in a child proof storage facility.
- Any unlabelled, unused or unnecessary substances are disposed of in a safe manner.
- All substances stored at the service have a safety data sheet (obtained from the manufacturer) and are retained in the SDS register.

- Educators will be trained and instructed on the safe use and storage of any relevant substances.

Manual Handling

While some light physical handling of equipment and resources might be needed from time-to-time, generally, educators will not engage in significant manual handling. However, any time an educator is required to lift objects, they are to do so safely. Educators must inform the Nominated Supervisor if they have any medical or health issues that may place them at risk of injury when lifting or moving objects.

Should lifting equipment (e.g., hoists) be required, relevant training and instruction will be provided. These resources should only be used as intended.

Disposing of Sharps or Other Dangerous Objects

'Sharps' refers to any object that can pierce or penetrate the skin easily, including needles and/or broken glass. An injury from a needle-stick can expose a person to blood-borne viruses.

Where a needle/sharp hazard (including broken glass that may be contaminated with blood) are found on the premises, the safe disposal procedures will be carried out by an educator or responsible person—

1. Move children away from the area.
2. Ensure there is space to move and clearly observe the sharp.
3. Put on disposable latex or vinyl gloves that do not interfere with dexterity.
4. Grabbers or other implements should not be used. A stick may be used to carefully separate multiple sharps.
5. Bring the sharps container to the syringe, placing it on an even surface beside the object (syringe/sharp)
6. Use gloved hand to pick up the syringe by the middle of the barrel. Do not use a brush to sweep the syringe, as the sweeping action can cause the object to flick into the air causing additional risk.
7. Place the syringe in the container sharp end first.
8. Securely place the lid on the container and ensure it is sealed. Hold the container by the top when carrying.
9. Dispose of the container by putting in an industrial bin or taking it to a public sharps disposal bin. Ensure it is stored appropriately while in transit.

If an educator is injured by a used needle:

- Wash with running water and soap as soon as possible.
- Apply a sterile waterproof dressing.
- Seek medical advice.
- Follow the safe disposal procedures as above and take the needle or syringe with you to the doctor.

A sharps container is available at the service and is a receptacle intended for the collection and disposal of sharps. It is—

- Rigid-walled, puncture-proof, and sealable,
- Yellow in colour,
- Labelled as 'sharps' or 'infectious waste', and
- Carries the biohazard and AS/NZS symbols.

Biological Hazards

The service has relevant protocol and procedures for addressing biological hazards. These are set out in the Infectious Disease Policy.

Psychosocial Hazards

Work-related stress, bullying, violence and work-related fatigue are examples of psychosocial hazards that can present in workplaces. To address these risks, the service will maintain a supportive environment for its staff, children and families.

Expectations of conduct are clearly contained within relevant policy, including the service's code of conduct. At all times interactions between workers will be expected to be respectful, courteous and professional.

Instances of harassment and bullying will be taken seriously. Employees have access to complaints mechanisms to support their access to a fair and reasonable work environment. Any work issues can be addressed to the Nominated Supervisor or Approved Provider free of reprisal or victimisation.

Employee's will be fairly managed and have opportunities to address performance and workload issues in appropriate forums, including regular performance review meetings and plans.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.165 Offence to inadequately supervise children
 - s.166 Offence to use inappropriate discipline
 - s.167 Offence relating to protection of children from harm and hazards
- **Education and Care Services National Regulations:**
 - R.155 Interactions with children
 - R.156 Relationships in groups
 - R.168 Education and care service must have policies and procedures

- R.170 Policies and procedures to be followed
- R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA2 – Children’s health and safety
 - QA7 – Governance and Leadership

Additional Regulatory Context and Guidance

- Work Health Safety Act 2011 (Qld)
- [Department of Education Queensland - Safe handling and disposal of needles and syringes](#)
- Workplace Health Safety Queensland Codes of Practice:
 - [How to manage work health and safety risks](#)
 - [Work health and safety consultation, cooperation and coordination](#)
 - [Managing the risk of psychosocial hazards at work](#)
 - [Managing risks of hazardous chemicals in the workplace](#)
 - [Preparation of safety data sheets for hazardous chemicals](#)

Section	Revision date
Written	December 2007
Last Reviewed / amended	January 2024

6.4 Shared Facilities Policy

The Service actively strives to protect the rights, dignity and safety of all people and groups who use the shared facilities of the school community.

Management endeavour to achieve this through the implementation of the following procedures.

These procedures are to be implemented should there be a need for the facilities to be shared with other people or groups during the OSHC service licensed operating hours.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Family and Child Commission Act 2014*
- *NQS Area: 2.3.1, 2.3.2; 3.1.3; 3.2.1; 7.1.1, 7.1.2; 7.3.4.*
- *Policies: 4.4 – Preventative Health and Wellbeing, 6.1 Space and Facilities Requirement, 6.2 – Provision of Resources and Equipment, 6.3 – Workplace Health and Safety.*

Procedures

These share arrangements shall be clearly articulated within the OSHC service agreement between the school and the service and will include information surrounding:

- Communication between the school and the service in regard to shared arrangements.
- The storage and packing arrangements for equipment and materials used in the shared space.
- The accessible entries and exits to the shared space by the service including emergency exits.
- Evacuation and lockdown procedures for shared facilities.
- The accessible amenities to be used by the service and those available to the public.
- Telephone access whilst using the shared space.
- Cleaning and maintenance requirements.
- Security and closing procedures for the shared space detailing service and public responsibility.
- Communication strategies for external users of the shared facility.

Section	Revision date
Written	June 2007
Last Reviewed / amended	January 2024

6.5 Management of Poisonous Plants and Fungi

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Work Health and Safety Act 2011*
- *Plants and Fungi Poisonous to People in Queensland*
- *NQS Area: 2.3.2; 7.1.1*
- *Policies: 4.4 – Preventative Health and Wellbeing, 6.1 – Space and Facilities, 6.3 – Workplace Health and Safety.*

Procedures

The service shall maintain a current copy of the Queensland Government Resource “Plants and fungi poisonous to people in Queensland” produced by the Queensland Health Environment Protection Agency. This resource will be made accessible to and discussed with all members of staff and management. This resource is available at

http://www.health.qld.gov.au/poisonsinformationcentre/plants_fungi/default.asp (accessed 20 May 2012)

The service shall keep in a visually accessible location the number for the Poisons Information Centre 131 126.

The service environment will be maintained free from poisonous plants and fungi through:

- Negotiating with Education Queensland, particularly where the space is shared, the removal and planting of suitable trees, plants and shrubs;
- Regularly checking the service environment for growth of potentially poisonous plants, in particular weeds and fungi;
- Immediately removing any recognised poisonous plants from the service environment using appropriate gardening gloves and tools and disposing of these in a safe manner.

Section	Revision date
Written	March 2008
Last Reviewed / amended	January 2024

6.6 **Occupancy Agreement Policy**

The service must obtain permission to occupy premises for the purpose of conducting a centre-based care service (OSHC) approved under the Education and Care Services National Law Act (2010) and Regulation (2011).

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act (2010) and Regulation (2011)*
- *NQS Area: 7.1.1; 7.3.1; 7.3.2*
- *Policies: 6.1 – Space and Facilities Requirement, 6.4 – Shared Facilities*

Procedures

The Approved Provider will demonstrate a right to occupy premises for the provision of an approved centre-based service (service for school aged children and young people).

The occupancy permit, lease or other agreement shall be in an appropriate format given the context of the relationship between the school and the OSHC Service and will be in the form of a “License to Occupy School for Provision of OSHC” signed with Education Queensland.

The occupancy permit shall be reviewed regularly to ensure the obligations of both parties are being appropriately met and that the agreement is current and valid.

Section	Revision date
Written	August 2017
Last Reviewed / amended	January 2024

6.7 Maintenance of Facilities

The service is required to ensure effective maintenance of the centre-based care service (OSHC) approved under the Education and Care Services National Law Act (2010) and Regulation (2011)

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

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

Procedures

The Approved Provider will ensure the establishment of an effective reporting of facilities maintenance process and schedule including but not limited to:

- Day to day maintenance of the facility
- Replacement of play equipment
- Replacement of major items such as fridges and televisions
- Repairs
- Refurbishment

The service will immediately notify the Licensor of all damaged property or equipment and will be recorded in the maintenance log on SharePoint.

Property of equipment damaged due to the activities undertaken by the service will be repaired or replaced by the service.

Section	Revision date
Written	August 2012
Last Reviewed / amended	January 2024

6.8 OSHC Key Management Policy

The Service actively strives to protect the safety of all shared facilities and property of the Bulimba State school community.

Management endeavour to achieve this through the implementation of the following procedure.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 2.2, 7.1, 7.1.*
- *Policies: 4.4 –6.1 Space and Facilities Requirement, 6.2 – Provision of Resources and Equipment, 6.3 – Workplace Health and Safety.*

Procedures

These arrangements shall be clearly articulated within the OSHC Educator Handbook and will be communicated with the school to ensure compliance and safety of all school buildings.

OSHC Master Key and AEK

- Only members of the OSHC Management Team will be issued with these keys to use on a day-to-day basis.
- A spare OSHC Master Key and AEK will be available in the school administration office.

GMK

- 1 GMK will be signed out to OSHC and will be locked within a lockable cupboard within the OSHC Office.
- Use of this key will only be permitted at the discretion of a member of the OSHC Management Team and will require signing in and out on a key register.

GGMK

- 1 GGMK will be signed out to OSHC and will be locked within a lockable cupboard within the OSHC Office.
- Use of this key will only be permitted at the discretion of a member of the OSHC Management Team and will require signing in and out on a key register.

Individual Room Keys

- An individual key for the following rooms will be signed out to OSHC and will be locked within a lockable cupboard within the OSHC Office.
- Use of these keys will only be permitted at the discretion of a member of the OSHC Management Team and will require signing in and out on a key register.

- The MZ Hall
- The SAKG Kitchen
- The Hall Store Room
- The Hall Toilets
- The Enviro Toilets
- D Block
- B Block – tuckshop and outer doors
- The OSHC Pavilion

Section	Revision date
Written	July 2018
Last Reviewed / amended	January 2024

Policy Group 7 – Emergencies

7.1 *Emergency Equipment and Facilities Policy*

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Family and Child Commission Act 2014*
- *Work Health and Safety Act 2011, Building Fire Safety Regulation 2008*
- *NQS Area: 2.3.1, 2.3.2, 2.3.3; 3.1.2; 7.1.1, 7.1.2; 7.3.5*
- *Policies: 4.1 – General Health and Safety, 6.1 – Space and Facilities Requirements, 6.3 – Workplace Health and Safety, 7.2 – Drills and Evacuations, 7.4 – Fire Safety Compliance.*

Procedures

Smoke alarms are fitted in each room and the P&C Services Manager and Coordinators (or a delegate) will test them regularly in accordance with the manufacturer's instructions.

Service Management in conjunction with the Health and Safety Representative (see Policy 6.3 – Workplace Health and Safety) will be responsible to ensure that:

- There is an alarm bell/whistle for sounding warnings of an emergency, which is kept in good working order, and tested regularly – three long whistles are given;
- At each exit of the indoor areas accessed by the service, doors can be easily opened, are clearly sign-posted, and that emergency and evacuation floor plans and instructions are prominently displayed near each of these exits; and
- There are appropriate fire extinguishers, properly installed and maintained and that educators have basic training in the use of the fire blankets and fire extinguishers kept at the venue. Locations will be clearly indicated by appropriate signage.
- The Service calls upon the advice of the Queensland Fire Service (or another appropriate Authority) to provide up-to-date information on the appropriate measures which are required to comply with this aspect of this Policy.

Section	Revision date
Written	December 2007
Last Reviewed / amended	January 2024

7.2 Drills and Emergency Evacuation Policy

The emergencies and evacuation policy is designed to ensure the safety and wellbeing of all individuals within the facility, particularly children, in the event of an emergency. The policy outlines the clear and systematic procedures to be followed when an immediate response is required due to a threat, either from an internal or external source. The purpose of such a policy is to manage the risk of harm effectively, safeguarding everyone in and around the service's physical location.

The service's emergency plans have been developed from sound risk assessment of potential emergencies relevant to OSHC. The procedures derived from the risk assessment set out actions and responsibilities for—

- Emergency evacuation.
- Lockdown.
- Responding to a bomb threat.

The policy also captures the management and integration of these emergency plans, including training and drills for both evacuation and lockdown, ensuring that children and educators are familiar with the procedures and know their roles and responsibilities. This preparation is crucial for ensuring a swift, coordinated response during a real emergency.

The service recognises the timely and controlled response to emergency events, such as a fire, bomb threat or lockdown contributes significantly to upholding the safety and wellbeing of children, staff and any other relevant individuals onsite.

Key Tasks and Responsibilities

Emergency Plans	The Approved Provider is responsible for ensuring plans have been created from a risk assessment. The Nominated Supervisor will collaborate with the Approved Provider to refine and develop plans as needed.
Inspections for a Safe Environment	Educators will support the Nominated Supervisor by carrying out daily inspections that ensure the safe egress or ingress to assembly areas, should they be required.
Carrying out Evacuation or Lockdowns	The Nominated Supervisor or Responsible Person will lead the emergency evacuation or lockdown response including leading drills. Educators follow their responsibility to gather and transition children to safety and carry out any other support tasks required. Educators will also play a key role in alerting others to the emergency.
Documentation	The Nominated Supervisor or Responsible Person will complete the relevant record for the rehearsal (drill) or in the event of an actual event, the relevant notification report.

Procedures

Emergency Evacuation

For emergencies where the source of the hazard is located inside or otherwise onsite (e.g., a fire, chemical spill, gas leak etc.) and children need to move away from the hazard, the **Emergency Evacuation Plan** will be initiated. To maximise the continuity of emergency plans for children, the service has an evacuation method consistent with school procedures.

Displaying Plans

Evacuation plans, including a floor plan, will be clearly displayed near the entrances/exits of each room used by the service.

Inspections of Egress and Equipment

Educators must ensure that all exits are kept clear and unlocked to enable a quick departure in the event of an emergency. The free egress of emergency exits will be included on the daily safety checklists.

Likewise routine inspection of the service's emergency equipment will be set out in the service's maintenance schedule.

Priority is the Safe Evacuation

In an emergency situation, the educator who first discovers the emergency will raise the alarm using the service's emergency equipment. Attempts to extinguish fires will occur only if the fire is very small, and the person has been trained in using the fire equipment. As set out in the evacuation instructions, the priority is to evacuate.

Post-Evacuation Care and Supervision

No one will re-enter, nor be permitted to re-enter, a building in which there is or has been a fire, under any circumstances, unless and until the emergency service advises that it is safe to do so.

Lockdown

A **lockdown** emergency response is initiated where the threat or hazard is in the external environment (a harassing parent/adult, dangerous person on/near premises). Unlike the emergency evacuation plan, the lockdown plan due to the discreet intention is not displayed, therefore rehearsals (drills) are an essential activity to ensure effective preparation.

Daily Inspections for a Safe Egress

Educators must ensure that all entrances for buildings used in a lockdown are kept clear to enable a quick entry in the event of an emergency. The rooms selected for lockdowns are chosen based on their capacity to safely contain children and educators. The free ingress of entrances will be included on the daily safety checklists.

Educator Response to Threats

To remove any doubt, no staff member is to try to physically remove an unwanted or harassing individual.

Bomb Threat

Plan Kept Near Phone

An action plan for the event of a bomb threat will be kept in an accessible location in the OSHC office.

A coordinated approach to maintain communication in order to collect helpful information, while evacuating children to a safe area will be carried out.

Emergency Training and Induction

Before an educator or volunteer commences any duties, they are to know the steps carried out in a relevant emergency situation.

Relevant written induction materials set out the plans to be followed by educators, including the location of relevant alarms and communication methods. It is the responsibility of the Nominated Supervisor (or RP in their absence) to confirm any personnel commencing with the service has had relevant instructions and can describe their duties.

Emergency Drills

Rehearsal of emergency evacuation and lockdown procedures will be carried out at least once a term (every three months), with both the emergency evacuation and lockdown drill will occur during a BSC session, ASC session, and during the Vacation Care program. To maximise the exposure to the widest range of children, families and staff in attendance, it will be expected that the drills will occur on different days of the week.

At the conclusion of a drill, relevant feedback and guidance will be provided to the children. The service expects drills to be a positive experience for children and educators are to be encouraging in their tone when debriefing a drill.

Each practiced drill will be documented and recorded by the relevant person leading the rehearsal. Each record will include an evaluation of the drill against the service's plans and responses by staff and children. Any concerns will be reported to the Approved Provider and prompt the review of the emergency situations risk assessment and plans.

Quality Improvement

Emergency plans will continue to be monitored for effectiveness. All staff are encouraged to inform the improvement of emergency plans over time. Consultation and feedback with educators will be sourced following each drill.

The risk assessment for emergency situations will be reviewed at least annually or as soon as practicable after becoming aware of any circumstance that may affect the safe evacuation of children from the service.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.167 Offence relating to protection of children from harm and hazards
- **Education and Care Services National Regulations:**
 - R.86 Notification to parents of incident, injury, trauma and illness
 - R.87 Incident, injury, trauma and illness record
 - R.97 Emergency and evacuation procedures
 - R.98 Telephone or other communication equipment
 - R.99 Children leaving the education and care service premises
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
 - R.173 Prescribed information to be displayed
 - R.176 Time to notify certain information to Regulatory Authority
 - R.177 Prescribed enrolment and other documents to be kept by approved provider
- **National Quality Standard:**
 - QA2 – Children’s health and safety
 - QA7 – Governance and leadership

Additional Regulatory Context and Guidance

- Fire and Emergency Service Act 1990 (Qld)
- Building Fire Safety Regulation 2008 (Qld)
- [Managing the Work Environment and Facilities Code of Practice](#)

Section	Revision date
Written	December 2007
Last Reviewed / amended	January 2024

7.3 Harassment and Lock Down Policy

The Service acknowledges the need to ensure that educators and children and young people are aware of, and understand, evacuation and other procedures in the case of an emergency. The service therefore takes a proactive approach through the regular implementation of practice drills and evaluations.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Family and Child Commission Act 2014*
- *Child Protection Act 1999 and Regulation 2000*
- *Work Health and Safety Act 2011*
- *NQS Area: 2.3.1, 2.3.2, 2.3.3; 4.2.1; 7.1.1, 7.1.2; 7.3.1, 7.3.2, 7.3.3, 7.3.5.*
- *Policies: 6.3 – Workplace Health and Safety, 7.1 – Emergency Equipment and Facilities, 7.2 – Drills and Evacuations, 7.4 – Fire Safety Compliance, 8.10 – Employee Orientation and Induction.*

Procedures

In the event of harassment or unauthorised persons refusing to leave the premises the P&C Services Manager and Coordinators, or in their absence, the Responsible Person in Charge will initiate the following drill:

- The educator or child (if appropriate) being harassed, or the closest observer of the child or other educator being harassed, will give a prearranged signal, which is made known to all educators, to begin the drill (e.g., code word, special song);
- The Coordinator or other person, who receives the signal, will calmly and quietly inform other educators of the need to remove the children and young people to safety. If the threat is inside, children and young people will be escorted outside by educators. If the threat is outside, then children and young people will be escorted inside by educators;
- The Coordinator/Health and Safety Representative, will immediately obtain and, if possible, record relevant information (e.g., physical descriptions, car registration etc.) on a service incident report;
- An educator will witness and provide back-up for the P&C Services Manager/Coordinator/Responsible Person in Charge, but only if it does not place that person in a position of unacceptable risk or harm to themselves, to any child or to others.

- In the event of an internal threat (intruder, bomb and/or behaviour issue) where children and young people are to be escorted to an outside area, once the prearranged signal has been acknowledged:
- An educator will telephone the relevant emergency number;
- An educator will check and evacuate all rooms including the toilets, storage rooms and near-by buildings on the premises;
- An educator will collect sign-in sheets/iPad for online rolls and parent contact numbers;
- An educator will close and lock all doors and windows (only if appropriate and able to do so);
- Once at the designated assembly area, an educator will check the roll to make sure that all children and young people and educators are accounted for including children and young people who have already been signed out and have been collected.
- In the event of an external threat (intruder, fire, bomb, gas leak) where children and young people are to be escorted inside, once the prearranged signal has been acknowledged, the following drill will be initiated:
 - Educators will calmly and quietly move the children and young people to safety inside the room, checking the toilets, storage rooms and near-by buildings;
 - All doors, windows and curtains will be shut and locked (if safe to do so);
 - An educator will check the roll to make sure that all children and young people and educators are accounted for including children and young people who have already been signed out and have been collected;
 - Educators will encourage children and young people to sit quietly.

During all such drills, educators are to calm the children and young people and provide them with suitable games and activities as far as reasonably possible.

Due to the unique site at Bulimba State School, staff members supervising children and young people in outdoor play areas must carry a walkie talkie at all times.

The P&C Services Manager and Coordinators or Responsible Person in Charge will call 000 for back up if the drill is an actual emergency.

No one will leave, nor be permitted to leave, the area in such a drill until the P&C Services Manager/Coordinator/Responsible Person is satisfied that it is safe to do so.

At no time will educators try to physically remove an unwanted visitor.

All threatening situations will be evaluated as soon as possible after the event and any necessary modifications or enhancements to these procedures made accordingly.

Section	Revision date
Written	August 2010
Last Reviewed / amended	January 2024

7.4 Extreme Weather Policy

The service acknowledges that extreme weather conditions could pose significant risk to children and young people and educators attending the service during operating hours therefore precautions to ensure the health and wellbeing of children and young people and educators will be implemented. Extreme weather conditions may include excessive heat, bushfires, torrential storms, floods, hail stones and/or snow.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act 2010 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 2.3.2, 2.3.3; 5.1.3, 5.2.3; 7.1.2, 7.3.2, 7.3.5*
- *Policies: 3.1 – Educational Program Planning, 3.3 – Educator Practices, 3.7 – Physical Activity, 3.12 – Sustainability Practices, 4.8 – Sun Safety, 6.5 – Use and Maintenance of Air Conditioning, 7.1 – Emergency Equipment and Facilities, 7.2 – Drills and Evacuations, 9.3 – Communication with Families, 10.9 – Risk Management and Compliance.*

Procedures

In relation to extreme weather events, the service will take its lead predominantly from the school, weather warnings and forecasts. Therefore, if the school in which the service is located is closed, the OSHC service may also be closed.

The P&C Services Manager and Coordinators will be responsible to ensure that the heating and cooling requirements of the service are adequate and maintained at an acceptable temperature.

In the case of extreme weather events and possible power outages, the P&C Services Manager and Coordinators will ensure a 'storm pack' including a torch, batteries and a small radio is readily accessible to educators. The P&C Services Manager and Coordinators will ensure the service mobile phone is accessible to educators, when required.

The P&C Services Manager and Coordinators will ensure that risk assessments are conducted for identified extreme weather events with control measures identified. Educators will be required to read and sign all risk assessments.

During times of hot weather, educators and children and young people will be encouraged to:

- Follow the service's Sun Safety Policy by wearing sun smart clothing, a broad brimmed hat and applying sunscreen.

- Drink fluids more frequently throughout the session, particularly cold water.
- Keep cool by wrapping a bandana or washer around their neck or using a mist bottle to spray themselves.
- Staying indoors, preferably in an air-conditioned or well-ventilated building with fans and open windows.
- Limit strenuous outdoor activities by conducting games and activities indoors or in shaded areas outdoors.

During times of inclement weather, educators and children and young people will be encouraged to:

- Conduct games and activities indoors or in an undercover area outdoors.

If an extreme weather event occurs during service operating hours, the P&C Services Manager and Coordinators will:

- Monitor the situation using local radio or other social media;
- Ensure educator and children and young people’s safety by remaining indoors or in an area that is deemed safe.

If, during normal operating hours, closure of the service is expected as the result of an extreme weather event, the P&C Services Manager and Coordinators will:

- Contact Management to make them aware of the situation;
- Contact families to arrange collection of their child;
- Ensure the regulatory authority (<https://closures.earlychildhood.qld.gov.au>) and relevant government agencies such as DEEWR are notified of closure as soon as practical.

Section	Revision date
Written	October 2013
Last Reviewed / amended	January 2024

Policy Group 8 - Staff

8.1 *Role and Expectations of Educators Policy*

The Service encourages the building of skilled, qualified, motivated educators who are provided with adequate resources, training and support enabling them to engage in their role effectively as the educators of children and young people at the Service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Child Protection Act 1999 and Regulations 2000*
- *Work with Children and young people (Risk Management and Screening) Act 2000 and Regulation 2011*
- *Duty of Care*
- *NQS Area: 1.1.5, 1.1.6; 1.2; 2; 3; 4.1; 4.2; 5; 6.2.1; 6.3.2; 6.3.4; 7.1; 7.2; 7.3.1, 7.3.5*
- *Policies: 2.1 – Respect for Children and young people, 2.3 – Educator Ratios, 3.3 – Educators Practice, 8.3 – Recruitment and Employment of Educators, 8.8 – Employee Performance Monitoring, Review and Management, 8.10 – Employee Orientation and Induction.*

Procedures

The Service shall require that all persons employed (whether for financial remuneration or as volunteers) in the Service are fit and proper to undertake the work for which they are engaged in the Service. It shall be a condition of all employment (including for volunteers) that their employment ceases immediately if they cease to be fit and proper.

The Education and Care National Law 2010 states that an Approved Provider must not operate a service without a Nominated Supervisor for that service. The Approved Provider, as holder of the service Supervisor Certificate, appoints an educator whom they deem to be fit, proper, suitability qualified and or experienced and with their consent, to be the Nominated Supervisor of a service.

As the person responsible for the day-to-day management of an Approved Service, a Nominated Supervisor has a range of responsibilities including (but not limited to):

- Ensuring educational programs are delivered in accordance with My Time Our Place: Framework for School Age care in Australia based on the developmental needs of children and young people and designed to take into account the individual differences of each child;

- Ensuring children and young people are adequately supervised, not subject to inappropriate discipline and protected from harm or hazards;
- Ensuring food and beverages provided by the service are healthy, nutritious and are chosen with regards to the dietary needs of children and young people attending;
- Ensuring appropriate health and hygiene practices are developed, implemented and practiced by educators and children and young people;
- Ensuring the prescribed levels of educator to child ratios are met and each educator at the service meets the qualification requirement relevant to their role.

A person is considered fit and proper if, in the reasonable opinion of the Nominated Supervisor (or other appropriate delegate of the Approved Provider of the Service) they:

- Are capable of providing an adequate standard of child care in the school age care setting;
- Are of good character and suitable to be entrusted with the care and protection of children and young people; and
- Have obtained and given to the Approved Provider of the Service, as appropriate, a current positive suitability notice (or copy of paid application), under the Commission for Children and Young People Act, 2000.

The Approved Provider shall ensure that all educators have a current position description detailing their role and duties as per their position.

The P&C Services Manager and Coordinators shall ensure that educators are fully informed of the Policies and Procedures of the Service, including all changes to them, by providing an Educator Handbook and appropriate forums to provide feedback and ideas to the P&C Services Manager and Coordinators for the ongoing improvement of the Service.

The P&C Services Manager and Coordinators shall ensure that there is an up-to-date copy of the Education and Care Services National Law 2010 and Regulations 2011 at the Service (refer to www.acecqa.gov.au to obtain a copy) for reference by educators and so that educators are made and kept aware of its relevance and application to them.

The P&C Services Manager and Coordinators shall convene regular meetings with educators to keep them informed of all matters of concern relating to the Service which it is relevant or necessary for them to know in order to do their job confidently. Minutes of these meetings will be recorded.

Educators will not be permitted to consume alcohol, drugs or cigarettes, or be affected by them during the hour's children and young people are in their care.

Educators who require regular medication for a medical condition which may hinder their ability to safely supervise children, will hold a medical certificate that confirms their ability to care for children and young people.

Educators have a responsibility to:

- adhere to the Policies and Procedures of the service as well as any direction given by the P&C Services Manager and Coordinators in relation to their job role;
- Actively supervise children and young people in all areas of the service by being within sight and/or hearing distance;
- Respect the diversity of all children and young people's backgrounds and abilities and accommodate the individual needs of each child;
- Foster all children and young people's self-esteem and confidence, empowering them to make choices and guide their own play;
- Promote children and young people's sense of belonging, connectedness and wellbeing by interacting in a consistently positive and genuinely warm and nurturing manner;
- Treat all children and young people equitably and respond positively to all children and young people who require their attention;
- Communicate with children and young people respectfully, taking the time to listen and value what they say;
- Work collaboratively to challenge, support, reflect and learn from other educators in order to further develop own skills and practices;
- Consistently implement and reflect on individual practices as documented in the 'My Time, Our Place' Framework for School Age Care:
 - Holistic Approaches;
 - Collaboration with Children and young people;
 - Learning Through Play;
 - Intentionality;
 - Environments;
 - Cultural Competence;
 - Continuity and Transitions;
 - Evaluation for Well-being and Learning.

Educators have a right to:

- Be respected;
- Be treated courteously by children and young people, parents and other educators;
- Work in a safe, clean and supportive environment;
- Be valued and supported as a professional;

- Be offered professional development opportunities;
- Have ideas and opinions valued.

Section	Revision date
Written	December 2007
Last Reviewed / amended	January 2024

8.2 Educational Leader Policy

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Duty of Care*
- *NQS Area: 1; 2.2.2; 3.1.3; 3.2; 3.3; 4.2; 5.2.1, 5.2.3; 6.1.2, 6.1.3; 6.2.1; 6.3; 7.1; 7.2; 7.3.1, 7.3.2, 7.3.3, 7.3.5.*
- *Policies: 2.1 – Respect for Children and young people, 2.3 – Educator Ratios, 3.3 – Educators Practice, 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.8 – Employee Performance Monitoring, Review and Management, 8.10 – Employee Orientation and Induction, 10.1 – Quality Compliance, 10.5 – Approval Requirements under Legislation.*

Procedures

The Approved Provider designate, in writing, a suitably qualified and/or experienced educator as the Educational Leader for the service, and to note this designation on the staff record.

The Educational Leader will be responsible to:

- Lead the development of the service program, using My Time, Our Place: Framework for School Age Care in Australia to inform and guide children and young people's learning and development, and ensuring that clear goals and expectations have been established;
- Ensure that curriculum decision making is informed by the context, setting and cultural diversity of the families and the community;
- Ensure that the foundation for the program is based on the children and young people's current knowledge, ideas, culture and interests;
- Ensure that each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluating;
- Ensure that critical reflection and evaluation of children and young people's learning and development is used for planning and to improve the effectiveness of the program;
- Mentor educators in the implementation of the program, provide professional support to assist with further skills and knowledge and provide opportunities for ongoing reflection and feedback on current practices.

- Ensure that families have opportunities and support to be involved in the program and service activities as well as contributing to the review of service policies and decisions.

Section	Revision date
Written	June 2012
Last Reviewed / amended	January 2024

8.3 Recruitment and Employment of Educators Policy

The Service strives to follow its transparent processes to employ educators who are qualified and appropriate for the position. The service also strives to be an equal opportunity employer. To ensure the best possible outcomes through the recruitment and selection process, it is essential to implement practices and procedures to ensure suitable candidates for positions are employed.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Work with Children and young people (Risk Management and Screening) Act 2000 and Regulation 2011*
- *Anti-Discrimination Act 1991 (QLD)*
- *Relevant Industrial Award/Agreement*
- *Fair Work Act 2009 and National Employment Standards (for services not operated by P&C Associations)*
- *Duty of Care*
- *NQS Area: 4.1; 4.2.1; 7.1; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 2.3 – Educator Ratios, 3.3 – Educators Practice, 8.1 – Role and Expectations of Educators, 8.2 – Educational Leader, 8.10 – Employee Orientation and Induction.*

Procedures

Definitions

'Equal Employment Opportunity (EEO)': is ensuring that all employees are given equal access to promotion, appointment or other employment related issues without regard to any factor not related to their competency and ability to perform their duties.

'Discrimination': is treating an individual with a particular attribute less favourably than an individual without that attribute or with a different attribute under similar circumstances. It can also be seeking to impose a condition or requirement on a person with an attribute who does not or cannot comply while people without that attribute do or can comply.

Service Responsibilities

Application of this policy complies with relevant legislation and is designed to facilitate the creation of a workplace culture that maximises performance through employment decisions. Employment decisions are

based on real business needs without regard to non-relevant criteria or distinctions and will ensure that all decisions relating to employment issues are based on merit.

Every potential applicant/employee will be given a fair and equitable chance to compete for appointment, promotion or transfer and to pursue their career as effectively as anyone else at the service. Consistent with this, the service will not condone and will regard as unfair, any form of unlawful discrimination or vilification including (but not limited to) that which relates to:

- Marital/domestic status, family responsibilities;
- Disability or physical features;
- Race, colour;
- Religious belief or activity;
- Gender and/or sexual persuasion;
- Medical record.

Vacant permanent part-time positions may be offered internally if the Approved Provider in conjunction with the P&C Services Manager and Coordinators feel there is a suitable candidate. All decisions relating to promotion and career development will be made without regards to any matters other than the individual's inherent capacity and ability to carry out the position including their performance history.

If there are no suitable candidates for internal appointment, the position will be advertised through appropriate agencies or sources including:

- Local and District Newspapers;
- Appropriate Websites including student employment via Tertiary institutions;
- School Newsletters.

Suitable advertisements should include a description of the position, hours/days required, personal attributes and appropriate qualifications, closing date for applications and address. Written applications should include a cover letter, resume and selection criteria where appropriate. (Particularly in relation to the recruitment of permanent positions such as the Coordinator, Assistant Coordinator and other positions as applicable.)

Applications received by the due date shall be reviewed by the Coordinators and Management. Suitable candidates should then be called to arrange an interview. A letter confirming receipt of the application shall be sent to unsuitable applications to inform them that their application has not met with the selection criteria.

The interview process may include a panel of up to three key personnel made up of either:

- Management representatives;
- Service Representatives;
- Appropriate school employees.

Selection criteria and interview questions based on requirements for the position will be reviewed prior to the interview date by the selection panel.

The selection panel shall conduct the interview in a professional manner, using questioning techniques to ascertain the candidates' suitability for the position. All decisions relating to appointment will be made without regards to any matters other than the individual's inherent capacity and ability to carry out the position. Should the panel be unable to agree on a suitable candidate, then further interviews may be required.

Educators will only be employed (including as volunteers) if, after reasonable enquiries, including reference checks by the Coordinator (or the P&C Services Manager in the case of employment of the Coordinator) they are appropriate for the job, as contemplated by the Role and Expectations of Educators Policy (see Policy 8.1).

Suitable candidates shall be contacted by a member of the selection panel to make offer of the available position and to negotiate starting dates and inform of the orientation and induction process.

A written letter of offer will be sent to the successful applicant informing them of the decision.

Unsuccessful interviewees will be notified as soon as possible by a nominated person on the interview panel and will be followed up with written correspondence if applicable.

For candidates in receipt of a Blue card (working with children and young people suitability notice), the service will complete and lodge an application form - Authorisation to confirm a valid card.

For candidates not in receipt of a Blue Card (working with children and young people suitability notice), an Application will be completed and lodged with Blue Card Services by the service prior to the candidate starting work.

If the candidate is a volunteer, a working with children and young people Blue Card must be sighted prior to working at the service.

Certified copies of staff qualifications, suitability notices, first aid qualifications will be requested and kept confidentially by the service in individual employee files

Casual educators may be employed and/or dismissed at the P&C Services Manager's discretion. The 'reasonable enquiries' required for employing casual educators will include (but not be limited to):

- Requesting an appropriate resume from the candidate, including character referees;

- The Coordinator interviewing the candidate;
- Contacting referees to check the person's character;
- Completion of validation of blue card form;
- Obtaining a copy of the appropriate qualifications of the person for the relevant job.

Prior to being selected for a job, whether as a paid employee or a volunteer, the person will be given a written job description and terms of employment (for paid employees) prepared or approved by the P&C Services Manager/Coordinators, Educator handbook and access to a full copy of these Policies and Procedures.

The successful candidate will be required to sign an employment agreement stating that:

- They have received and agree to accept the job on the basis of the materials given to them; and
- Agree to observe strictly the Policies and Procedures of the Service, as modified from time to time.

All new educators (including volunteers) will be given an induction session, of at least 2 hours duration, by the Coordinator or other suitable educator nominated by the Coordinator, to ensure they are aware of (and where relevant) obtains copies of:

- Their terms of employment or engagement (including role description);
- Relevant pay award;
- All Policies and Procedures (including grievance procedures);
- Information about the philosophy and goals of the Service;
- The Educator Handbook;
- National Quality Standards for Education and Care Services;
- "My Time, Our Place" Framework for School Age Care
- The physical facilities of the Service;
- The other educators in the Service and their roles;
- The Duty of Care owed by educators of a School Age Care Service to children and young people and others; and
- Any other matters which are necessary to enable the educator to properly do their job within the Service, or which they reasonably wish to know.

The P&C Services Manager and Coordinators shall, in conjunction with Management and educators, review the relevant job descriptions and any other requirements relating to the job (e.g., job performance indicators which have been previously agreed), at least once each year and shall ensure

that any resulting changes to the job description, performance indicators or terms of employment are recorded, and accepted by both parties.

The P&C Services Manager shall review the job description of the Coordinator and any other requirements relating to the job (e.g., job performance indicators which have been agreed), at least once each year and shall ensure that any resulting changes to the job description, performance indicators or terms of employment are recorded, and accepted by both parties.

The P&C Services Manager shall ensure that appropriate expert industrial relations advice is sought and obtained as necessary to deal with staffing issues within appropriate legal and industrial standards.

Employment of family members/personal friends

The service may at times employ family members or personal friends of employees or management members. In these instances, the following will apply in addition to the above employment procedures:

- The relationship will be disclosed on the job application;
- The interview and subsequent appraisal processes will not involve the relevant employee or management member;
- All reference checks will be made by an independent person;
- Disciplinary procedures will be applied consistently, with independent people overseeing and conducting the process; and
- Timesheets will not be authorised by family members or associated persons. Where the coordinator has a member of the family working in the service, timesheets will be authorised by a nominated representative of management.

References (accessed May 2015)

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Section	Revision date
Written	August 2010
Last Reviewed / amended	January 2024

8.4 Educator Professional Development and Learning Policy

The Service endeavours to provide adequate and relevant ongoing training and development for educators to enable them to do their job confidently and to properly comply with these Policies and Procedures and other requirements of the Service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *'My Time, Our Place' Framework for School Age Care*
- *Duty of Care*
- *NQS Area: 2.3.4; 4.1; 4.2.1, 4.2.2; 7.1.2, 7.1.3, 7.1.4, 7.2; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 3.3 – Educators Practice, 8.1 – Role and Expectations of Educators, 8.2 – Educational Leader, 8.8 – Performance Monitoring, Review and Management, 8.10 – Employee Orientation and Induction, 8.12 – Employee Qualifications – Monitoring Progress, 10.1 – Quality Compliance.*

Procedures

The P&C Services Manager and Coordinators will facilitate opportunities for educators to access information for professional development and learning on a regular basis about issues relevant to:

- The operation of the Service and its Policies and Procedures;
- Legal or other regulatory requirements; and
- Other issues of interest or benefit to educators to help them better do their job in the overall interests of the Service and the children and young people.

Professional development includes opportunities to learn or further enhance skills whereas professional learning includes access to information that is required. This information may be accessible through:

- Meetings;
- Training/information sessions;
- Workshops.

The P&C Services Manager and Coordinators will, wherever possible within the resources of the Service, bring in specialist or expert presenters to provide training to educators on issues requiring expert knowledge.

The P&C Services Manager and Coordinators will ask educators on a regular basis to contribute suggestions for training topics.

The Coordinator will be responsible to ensure that a written record of all professional development of educators is kept and is produced to the P&C Services Manager for information at least once each year.

Educators will be paid for attendance at compulsory training sessions and service team meetings, in accordance with relevant awards.

The service shall allocate funds within the budget for training and professional development for educators.

Section	Revision date
Written	August 2007
Last Reviewed / amended	January 2024

8.5 **Volunteers & Students Policy**

Volunteers can play a positive role in enhancing the range of activities and supports available, while also embodying our collaborative approach towards education and care. For the purposes of this policy, the meaning of volunteers also includes students in an unpaid role (i.e., practicum placement)

This policy aims to establish clear guidelines around the engagement, responsibilities, and management of volunteers, ensuring that their involvement is aligned with our service's objectives, regulatory compliance, and the highest standards of safety and wellbeing.

All volunteers will be subjected to necessary screening and inductions to ensure the safety and wellbeing of the children. We recognise volunteers have the right to a safe and supportive environment, therefore, clear communication regarding their roles, and respect for their individual skills and contributions will be established.

All volunteers will undergo a sound induction to ensure they understand their responsibilities to adhere to our service's policies and procedures, maintain confidentiality, and engage in interactions that uphold the safety, respect, and inclusivity of our service environment.

Consistent supervision and support will be provided to volunteers to ensure they have clear direction and feel valued within our service. All volunteers will work under the guidance and direction of a designated staff member, ensuring alignment with our programs, practices and service philosophy.

Key Tasks and Responsibilities

Assessing suitability	The Nominated Supervisor is responsible for ensuring any volunteer engaged at the service meets the relevant requirements for suitability, including holding a working with children check and demonstrating an ability to suitably educate and care for children.
Induction and supervision	The Nominated Supervisor is responsible for ensuring induction procedures are followed and the volunteer is suitably trained prior to education and care responsibilities. The Nominated Supervisor or Responsible Person will ensure the volunteer has a suitable educator to guide practices and provide direct supervision.
Record Keeping	The Nominated Supervisor will manage the administration tasks, including the relevant record keeping.

Procedures

Working With Children Check

Volunteers must hold a Working with Children Check before they begin at the service in any capacity. An application to 'Link a cardholder to the organisation' will be lodged to Blue Card services upon commencement. Copies of the volunteers Working with Children Check (Blue Card) will be kept on file.

Suitability and Induction

The Nominated Supervisor will meet with any persons interested in volunteering before agreeing to their engagement. The Nominated Supervisor will be satisfied the volunteer is suitable (demonstrates expected knowledge, skill and abilities) to educate and care for children attending the service.

An induction process will be undertaken prior to participating in the service and interaction with children. The topics covered in the induction include (but are not limited to):

- The service's philosophy.
- The location of the service's policies, including an outline of key procedures.
- Procedures to follow when child in need of protection (although not a mandatory reporter).
- Complaints procedures.
- Plans for emergencies, evacuation, incidents, illness and first aid.
- Expected role for behaviour support and guidance.
- Code of Conduct.

Conduct and Engagement

1. All Volunteers will be asked to acknowledge their understanding and commitment to the Code of Conduct. Volunteers will be held to the same standard of behaviour as all employees.
2. Volunteers will be supported and guided by other Educators while participating in the service, especially during the initial orientation shifts. Where possible the service will pair the volunteer with an Educator to mentor and model the role and expectations.
3. If assessed as being both suitable and competent, volunteer workers may be counted towards the educator-to-child ratios for the service, provided the service meets the qualification requirements.
4. Volunteers under the age of 18 must be fully supervised at all times.

Record of Volunteer Details

The Nominated Supervisor is to record the personal details of all volunteers including

- Full name,
- Address,
- Date of birth,
- Blue card details (number and expiry), and
- Record of attendance (recording the details of the date and time each day the volunteer or student participated).

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.169 Offence relating to staffing arrangements
 - s.170 Offence relating to unauthorised persons on education and care service premises
 - s.175 Offence relating to requirement to keep enrolment and other documents
- **Education and Care Services National Regulations:**
 - R.145 Staff record
 - R.149 Volunteers and students
 - R.151 Record of educators working directly with children
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA2 – Children’s health and safety
 - QA4 – Staffing arrangements
- **Additional Regulatory Context and Guidance**
- Working with Children (Risk Management and Screening) Act 2000 (Qld)
- Work Health Safety Act 2011 (Qld)

Section	Revision date
Written	December 2007
Last Reviewed / amended	January 2024

8.6 Employee and Volunteer Grievance Policy

The Service aims to maintain a harmonious work environment through resolving employee grievances effectively and to the satisfaction of all concerned. The service is committed to addressing grievances in a prompt and effective manner, ensuring the rights of employees are respected. Both employer and employee will abide by their obligations under any relevant industrial award or agreement. The aim of this policy is to ensure that grievances are resolved through discussion between both parties; however, the employer acknowledges that, from time to time, individual employees may have grievances which need to be resolved externally in the interest of good relationships/transparency.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Privacy Act 1988 and Regulations 2013*
- *Work Health and Safety Act 2011 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 4.2; 7.1.1, 7.1.2, 7.1.3, 7.1.5; 7.2.2; 7.3;*
- *Policies: 8.3 – Recruitment and Employment of Educators, 8.5 – Volunteers Policy, 8.7 – Workplace Harassment and Bullying, 8.9 – Educator Code of Conduct, 8.10 – Employee Orientation and Induction.*

Procedures

The coordinator shall be the first contact for all complaints however, the employee will have direct access to the P&C Services Manager and Executive Committee, and the coordinator will permit and, if appropriate, encourage the employee to do so, if:

- the complaint is about the conduct of the coordinator/nominated supervisor;
- the employee is not comfortable to take the complaint to the coordinator;
- the employee is not satisfied with the coordinator's handling of the complaint;
- the complaint is about a matter of Management and Administration Policy.

For this purpose, employees will be kept informed of the current contact details of the P&C Services Manager through the Educator/Volunteer Handbook, or other appropriate form of communication, and otherwise will be available on request.

The P&C Services Manager and coordinators will seek to resolve all genuine and reasonable verbal grievances in the most appropriate way possible in consultation with the complainant. Discussions with the complainant are not to be conducted in the presence of children and young people, other

employees or parents, and heated discussions are to be avoided as far as possible. The P&C Services Manager and Coordinators may make and keep a confidential written record of such discussions.

If the verbal grievance remains unresolved, at the complainant's discretion, a written grievance may be submitted to Management for further action. This will instigate the following formal procedure:

- Complainant to meet with P&C Services Manager to discuss complaint;
- P&C Services Manager to give opportunity, in writing, for other named parties to meet with Management to discuss details of grievances tabled;
- P&C Services Manager may seek the support of the Executive Committee or services of a professional association for advice, support and/or assistance.

Section	Revision date
Written	December 2007
Last Reviewed / amended	January 2024

8.7 Workplace Harassment and Bullying Policy

All employees have the basic right to work in a place where they are valued, respected and appreciated by their colleagues, supervisors and employers. Workplace harassment and bullying can be detrimental to the ongoing health, well-being and sense of safety for employees. The following guidelines shall be implemented by the service to ensure workplace bullying and harassment is not tolerated and that appropriate procedures for managing reports of bullying and harassment are in place.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Family and Child Commission Act 2014*
- *Work Health and Safety Act 2011*
- *Guide to Preventing and responding to Workplace Bullying*
- *Queensland Anti Discrimination Act*
- *NQS Area: 4.2; 7.1.1, 7.1.2, 7.1.3; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 8.1 – Role and Expectations of Educators, 8.5 – Volunteers Policy, 8.9 – Employee Code of Conduct, 8.10 – Employee Orientation and Induction.*

Procedures

Definition

Workplace harassment/bullying is verbal, physical, social or psychological abuse by your employer (or manager), another person or group of people at work. Workplace harassment and bullying occurs when a person is subjected to repeated behavior, other than behavior amounting to sexual harassment, that:

- Is unwelcome and unsolicited; and
- The person considers to be offensive, humiliating, intimidating or threatening; and
- A reasonable person would consider to be offensive, humiliating, intimidating or threatening.

For the purpose of this policy, workplace bullying and/or harassment means behaviour that is repeated or occurs as part of a pattern of behaviour and may include:

- Abusing a person loudly, usually when others are present;
- Repeated threats of dismissal or other severe punishment for no reason;
- Constant ridicule and being put down;
- Leaving offensive messages on email or the telephone;

- Sabotaging a person's work, for example, by deliberately withholding or supplying incorrect information, hiding documents or equipment, not passing on messages and getting a person into trouble in other ways;
- A manager setting unreasonable timelines or constantly changing deadlines for an employee to meet, or setting tasks that are unreasonably below or beyond a person's skill level;
- Maliciously excluding and isolating a person from workplace activities;
- Persistent and unjustified criticisms, often about petty, irrelevant or insignificant matters;
- Humiliating a person through gestures, sarcasm, criticism and insults, often in front of customers, management or other workers;
- Spreading gossip or false, malicious rumours about a person with an intent to cause the person harm.

It shall be acknowledged that the impacts of bullying and harassment can be traumatic and may result in employees suffering stress, feelings of isolation at work, anxiety, loss of self-esteem, loss of financial security, loss or deterioration of personal relationships, physical symptoms of stress such as headaches, backaches, stomach cramps, and depression.

Some types of workplace bullying are criminal offences therefore any instances of violence, physical assault and/or stalking must be reported to the Queensland Police Service immediately.

Scope

Workplace bullying and harassment shall not be tolerated or accepted by any employee or management of the service. Therefore, this policy and procedure is not limited to the workplace or working hours and will include all work-related events including but not limited to:

- Team meetings;
- Family events organised by the service;
- Celebratory functions;
- Other events organised by the service in public or private locations.

This policy also relates to, but is not limited by the following types of communication:

- Verbal communication, either over the telephone or in person in the workplace, and outside of it;
- Written communication including letters, notes, minutes of meetings etc.;
- Internal and external communication including emails, faxes and/or text messages

Standards of Behaviour

In line with the service's commitment to creating a workplace that is free from workplace health and safety risks and one which strives to create positive working relationships, all those covered by this policy and procedure are expected to observe the following minimum standards of behavior, including:

- Being polite and courteous to others;
- Being respectful of the differences between people and their circumstances;
- Ensuring they do not engage in any bullying behavior towards others in, or connected with the workplace. This includes hurtful remarks or attacks and making fun of a person or their work (including references to family, sex, sexuality, gender identity, race or culture, education and economic background);
- Ensuring they do not assist, or encourage others in the workplace, or in connection with the workplace to engage in bullying behavior of any type;
- Adhering to the service's grievance procedures, as listed further in this policy, if they experience any bullying behaviours personally;
- Reporting any bullying behaviours, they see happening to others in the workplace, or connected with the workplace in line with the grievance procedure in this policy;
- Keeping information confidential if involved in any investigation of bullying.

Responsibilities

It is the responsibility of all employees to not participate in discriminatory or harassing behaviour within the workplace. The approved provider/ P&C Services Manager and Coordinators are accountable for ensuring professional standards of conduct are observed at all times and to take immediate preventative action in any situation that has the potential to be construed as harassment. This means acting as a role model for staff to demonstrate appropriate behaviour. Incidents of harassment are to be treated seriously and immediate action must be taken to deal with complaints.

If you believe you are being harassed in any way, **do not ignore it**. Take action in the following manner:

- Tell the other person in a direct and firm manner that their behaviour is offensive and unacceptable. However, telling the person may not be enough to stop the unwelcome behaviour so be prepared to take further action.
- Keep diary notes of all incidents with details of the harassment, dates and times, name(s) of offending party (i.e.), and any response you made.
- Discuss the situation with the coordinator or member of management;
- Adhere to the Consultation and Dispute Resolution Clause in the Award

Grievance procedure

Grievance procedures shall be made available to employees and clearly articulated in the Educator handbook.

All reports of harassment and/or bullying behaviour shall be managed in accordance with the service's grievance procedures which include:

- Reporting the grievance to the coordinator, through the appropriate channels;
- Arranging for a meeting with the complainant to discuss the nature of the alleged complaint and or grievance;
- Documenting all conversations regarding the grievance and all alleged instances of harassment or bullying, when they occurred, who was involved, what actually happened and any witnesses or other relevant information;

Management may seek expert advice from their employer association in managing any alleged instances of harassment or bullying in the workplace with appropriate dispute resolution services accessed as required and upon professional advice.

Confidentiality

Whilst all endeavours will be made to preserve the confidentiality of the complainant and the person accused, it may be necessary to speak with other workers or people involved to determine what happened and to maintain the integrity of the investigative process.

Those people who are involved in the complaint (including the complainant, witnesses etc.) are also under a duty to maintain confidentiality and display a commitment to uphold the integrity of the investigation process. If the complainant chooses to bring a support person with them to any meetings, they too are bound by confidentiality. Gossiping and/or the spreading of rumours as a

result of, or in connection with, a process followed under this policy will not be tolerated under any circumstances and may lead to further disciplinary action for those concerned.

All meetings will be documented with minutes recorded and treated in a confidential manner. Information including letters of complaint and meeting minutes will be stored confidentially.

Outcomes

The outcomes of formal or informal complaint procedures will depend on the nature of the complaint, its severity and what is deemed appropriate in the relevant circumstances.

Where the results of an investigation procedure suggest that an individual is guilty of bullying, appropriate disciplinary procedures will be followed in line with the Employee Counselling and Disciplinary Procedures Policy (Policy 8.15). Disciplinary action will depend on the nature and severity of the behaviour and may include termination of employment, which may be instant dismissal where serious misconduct is deemed to have occurred.

In addition to procedures articulated in the Employee Counselling and Disciplinary Procedures Policy, other action may be deemed necessary to resolve or remedy the behaviour complained of, including but not limited to:

- Providing training to employees concerned regarding bullying;
- Requiring employees who have breached this policy to apologise to appropriate person(s);
- Adjusting working arrangements where appropriate;
- Providing counselling to employees (complainant and the person complained of);
- Placing employees on performance improvement plans to ensure improved behaviour; and/or
- Providing coaching and mentoring.

References:

CMS - Community Management Solutions – Workplace Bullying Toolkit

Section	Revision date
Written	June 2007
Last Reviewed / amended	December 2022

8.8 Employee Performance, Monitoring, Review and Management Policy

The Service acknowledges that to ensure the provision of high quality child care, an active approach is needed in relation to monitoring and managing the ongoing performance of employees to ensure that appropriate knowledge, skill and capacity to perform the position effectively are maintained.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *NQS Area: 4.2; 7.1; 7.2.2, 7.2.3; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 3.3 – Educators Practice, 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.4 – Educator Professional Development and Learning, 8.5 – Volunteers, 8.9 – Employee Code of Conduct, 8.10 – Employee Orientation and Induction, 10.1 – Quality Compliance.*

Procedures

Employee performance shall be managed by their supervisor or in the event of the Coordinator, the P&C Services Manager.

Employee performance shall be managed in accordance with indicators which have been developed in relation to their position description.

Employee performance shall be monitored through implementing an annual review process. Such a process shall involve:

- Employee completing a performance review self-assessment prior to interview with P&C Services Manager and Coordinators;
- A performance review assessment conducted by the P&C Services Manager and Coordinators;
- A formal interview where aspects of each assessment are discussed and will include the identification of strengths, aspirations and areas for improvement;
- Individual development plans are developed and documented to support performance improvement for each employee.

Part of the performance review shall include a commitment to ongoing professional development where opportunities for enhancing knowledge and skill based on the needs and goals of the service and its stakeholders are discussed.

Ongoing feedback about performance will be provided and professional development opportunities monitored and reviewed throughout the forthcoming year. Individual performance progress will be noted on individual performance and/or training plans.

Section	Revision date
Written	December 2007
Last Reviewed / amended	January 2024

8.9 Employee Code of Conduct Policy

The Approved Provider expects that all people connected to the service, in particular employees and other individuals interacting with children to conduct themselves in a manner that is consistent with a high standard of professionalism and ethical practice. Our Code of Conduct serves as a roadmap for professional and ethical behaviour. It is more than just a set of rules; it's a statement of our collective values, the principles that guide our interactions, and the standards against which we measure all conduct. By adhering to this code, personnel are not merely complying with a set of rules, but actively contributing to a culture of respect, integrity, and high-quality care and education.

The dynamic nature of OSHC means it is crucial to establish foundational instructions to foster a nurturing, inclusive, and safe environment for all involved. A Code of Conduct serves as this essential framework, outlining the behaviour standards and ethical considerations that underpin a positive and productive community. All stakeholders benefit from clear guidelines that delineate what is expected, what is encouraged, and what is unacceptable.

Commitment to a Culture of Safety

The protection of children and the contribution to their wellbeing is a fundamental principle of the service. The nature of being a stakeholder to an education and care service means the fostering of positive relationships between adults, children and their families. It is critically important that in forming and maintaining these relationships and interactions we do not compromise children and young people's welfare. Therefore, the service has developed a clear outline of expected behaviour to support positive interactions and relationship, which forms a significant aspect of the Code of Conduct.

A Shared Responsibility

Creating a respectful, supportive, and safe environment is a responsibility that we all share. It requires active participation and collaboration from every individual. While high standards of behaviour are expected for all employees, those in manager/advisory roles have even higher expectations to lead a culture that reflects a positive and professional attitude of their work, act collegially, and support the needs and safety of the children and families accessing the service.

Compliance and Accountability

Adherence to this Code of Conduct is not optional; it is mandatory for all staff, volunteers, students on placement, and where relevant, parents. Failure to comply exposes families to risks, undermines the service's values, and impacts the quality of the education and care we provide. The service maintains systems to ensure compliance, including but not limited to reporting mechanisms, investigation processes, and disciplinary actions.

Key Tasks and Responsibilities

Establishing a clear framework for behaviour	The Approved Provider is responsible for the development and implementation of the Code of Conduct. These are to set out the standards and expectations of behaviour required for stakeholders, especially employees and volunteers of the service.
Following behaviour expectations	All persons connected to the service must display behaviours and make judgements compatible with the expectations set out in the Code of Conduct, especially employees and volunteers of the service.
Reporting concerns	Any educator can report concerns around a person's behaviour, primarily to the Nominated Supervisor, or the Approved Provider if required. The

	Approved Provider is responsible for ensuring relevant management action is carried out to investigate and respond to concerns or breaches.
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Procedures

Application

1. Employees will be provided with relevant copies of the service's Code of Conduct prior to commencing employment or when the policy is updated.
2. Employees must demonstrate an understanding and commitment to the Code of Conduct as they will be expected to consistently uphold the agreement during their employment with the service.
3. The Nominated Supervisor will be primarily responsible for monitoring and immediately addressing the concern of educators and volunteers conduct.
4. Issues relating to educator conduct will be notified to the Approved Provider.
5. Staff with concerns about the Nominated Supervisor's conduct are to communicate directly with the Approved Provider.
6. Breaches to a Code of Conduct will be taken seriously. Allegations of breaches of the Code of Conduct by employees will be managed through relevant management action, which may result in disciplinary action up to and including termination.

Parents Interactions with Other Children and Young People

- The service expects all persons interacting with children connected to the service (including parents and family during their access) will display the high levels of respect and care.
- While aspects of the Code relate to employment, anyone with paid or unpaid responsibilities for the care of children, will be expected to act consistently with the aspects of interactions, relationships and trust.
- Any persons failing to meet the standard of conduct expected and described in this code will be counselled, and/or be suitably sanctioned or disciplined (as appropriate) up unto and including suspension or exclusion from the service.

Bulimba OSHC Code of Conduct

1. General Obligations

The conduct of managers, employees and volunteers (personnel) should uphold the Approved Provider's commitment to safety and professionalism. In doing so, all relevant persons should:

- Comply with the organisation's policies and procedures and legislative requirements and obligations.
- Perform duties in a responsible and professional manner.
- Promote the organisation's reputation and the value to the broader community.

2. Interactions and Relationships with Children

Personnel are expected to act in a manner that upholds the safety, protection, and respect of children, including:

- Maintaining children's dignity and rights.
- Guiding and supporting children toward acceptable behaviour and choices.
- Not compromising professionalism and boundaries of children and their families, including

pursuing interactions and relationships with families that might compromise the integrity of your position, including:

- Giving of personal gifts,
- Showing favouritism, or
- Disclosure of personal or intimate information.
- Never expose children to
 - Inappropriate, harsh or sexualised language, or
 - Physical punishment.

3. Professional Relationships and Interpersonal Behaviour

Personnel are expected to foster sound working relationships, as such they will:

- Treat everyone with courtesy, respect and consideration throughout their interactions and communication with others.
- Be sensitive and responsive to the dignity and rights of others.
- Refraining from display of behaviour that impacts on the rights, health or safety of others, including not engaging in any form of:
 - Harassment
 - Discrimination (e.g., based gender, age, race, impairment, disability, religious beliefs, political beliefs, sexual orientation or identity)
 - Bullying
 - Victimisation
- Act in good faith and honestly within the level of responsibility and delegation placed within your position.

4. Teamwork

Personnel are expected to build cooperation and partnership, and should:

- Foster teamwork and collegiality among all internal stakeholders, expressing gratitude to the effort and contribution others bring.
- Consider the impact on your decision and behaviour on the wellbeing of others – refrain from acting in a manner that would reasonably distress, intimidate, undermine or threaten a colleague or stakeholder.
- Display a constructive attitude when navigating conflict and grievances with others.
- Refrain from acting in any way that would unfairly harm the reputation or position of colleagues.

5. Privacy and Confidentiality

Personnel are expected to maintain the organisation's commitment to privacy and confidentiality, particularly around the organisation's sensitive and personal information, and should:

- Not share or disclose information that is not consistent with a fair, just or reasonable purpose.
- Ensure that information collected by the organisation is only used for the purpose intended.
- Ensure the security of information is maintained.

6. Stewardship

Personnel are expected to protect the resources and finances of the organisation, and should:

- Use the organisation's resources properly and responsibly for legitimate purposes only.
- Strive to obtain value for the organisation's purchases and spending.
- Avoid waste and secure organisation's belongings against theft or fraud.

7. Professional Judgement

Personnel are expected to be professional and should:

- Perform duties diligently, conscientiously and with integrity to the best of your ability.
- Maintain knowledge of professional and ethical standards relevant to your area of expertise — engaging learning and development opportunities to enhance your capacity to perform, as required.
- Be punctual, dressed appropriately, respect the responsibilities of your role.

8. Conflicts of Interest

Personnel are expected to act ethically for the best interest of the organisation and should:

- Not take improper advantage of any official information gained in the course of our employment.
- Ensure that financial or non-financial interest does not conflict, or appear to conflict, with or compromise the obligations and requirements of your duties and performance.
- Avoid actual or perceived conflicts of interest through transparency in decision-making and declaring potential conflicts of interest for impartial management.

9. Safety and Health

Personnel are expected to uphold a safe and healthy environment and should:

- Uphold a duty of care, especially where services care for the needs of children.
- Take responsibility for the health and safety of yourself and others when carrying our duties.
- Present to your role with adequate fitness, alertness and hygiene to perform the duties.

10. Fairness and Resolution

Personnel are expected to deliver a fair and reasonable response to concerns of others and should:

- Facilitate a fair process for responding to compliance, grievances and disputes.
- Uphold ethical decision-making to promote fairness, justice and collaborative partnerships for stakeholders.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.165 Offence to inadequately supervise children
 - s.166 Offence to use inappropriate discipline
 - s.167 Offence relating to protection of children from harm and hazards
- **Education and Care Services National Regulations:**
 - R.155 Interactions with children
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA2 – Children's health and safety
 - QA3 – Physical environment
 - QA4 – Staffing arrangements

- QA5 – Relationships with children
- QA6 – Collaborative partnerships with families and communities
- QA7 – Governance and leadership

Additional Regulatory Context and Guidance

- Working with Children (Risk Management and Screening) Act 2000 (Qld)
- [United Nations Convention on the Rights of the Child](#)
- [National Principles for Child Safe Organisations](#)

Section	Revision date
Written	June 2007
Last Reviewed / amended	January 2024

8.10 Employee Orientation and Induction

The Service assumes the responsibility to ensure that all employees receive appropriate orientation and induction which prepares, supports and facilitates their working performance and ongoing capacity for employment within the service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Work Health and Safety Act 2011*
- *NQS Area: 1; 2; 3; 4; 5; 6.1.2; 6.2.1; 6.3.2; 7.1; 7.2.2, 7.2.3; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 3.3 – Educators Practice, 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.6 – Employee and Volunteer Grievance, 8.9 – Employee Code of Conduct.*

Procedures

The Coordinator (or other Senior Educator) shall take responsibility for the appropriate and ongoing induction and orientation for new employees.

The orientation and induction process shall include (but not be limited to):

- A meeting with the new employee prior to engagement to complete all paperwork relating to their suitability for employment. (This will involve completing appropriate documentation to validate the new employee's blue card where one is already held by the candidate.);
- An information package given to the new employee, which highlights key aspects of the role which must be known and understood prior to commencing work at the service;
- An induction/orientation session where the Coordinator will work through the Induction and Orientation checklist (see Appendix D) with the new employee;
- During the first two weeks of employment, the new employee will be partnered with experienced educators until they are comfortable with their knowledge and abilities to uphold the services policies and procedures and routines and transitions;
- Within the first two weeks of employment, the Coordinator will work closely with the new employee to ensure all Induction and Orientation training is provided and a checklist completed and signed off by the new employee and Coordinator/relevant training officer.
- Feedback on the effectiveness of the induction and orientation process will be sought from the new employee by the Coordinator.

Section	Revision date
Written	March 2008
Last Reviewed / amended	December 2022

8.11 Parental Leave Policy

The Bulimba State School P&C Association (P&C) is committed to supporting the varying and unique needs of its staff with regard to Parental Leave. Bulimba State School P&C takes a supportive approach to help contribute the health and wellbeing of their employees. Parental Leave is an unpaid period of time-off you receive when you become a parent. This entitlement covers both the birth of children and young people and adoption.

Relevant Laws and other Provisions

- *Industrial Relations Act*
- *Work Health and Safety Act 2011 and Regulations 2011*
- *Staying Healthy 5th Ed.*
- *Queensland Employment Standards*
- *P&C Associations Award – State 2016*
- *Policies: 6.3 Workplace Health and Safety, 8.12 Employee and Volunteer Grievance, 10.1 Managing Legal and Operational Compliance, 10.4 Information Handling – Privacy and Confidentiality, 10.6 Risk Management, 10.14 Appropriate Governance.*

Policy Details

- I. Parental Leave Eligibility
- II. Parental Leave Definition
- III. Parental Leave Application Procedure
- IV. Concurrent Leave
- V. Adoption Leave
- VI. Unpaid Special Maternity Leave
- VII. Government Paid Parental Leave Scheme
- VIII. P&C Funded Parental Leave
- IX. During Parental Leave
- X. Returning from Parental Leave
- XI. Request for Flexible Working Arrangements
- XII. Extending Parental Leave

Procedures

I. Parental Leave Eligibility

All employees are eligible to take up to 12 months of unpaid Parental Leave if you have, or will have responsibility for the care of a newborn or adopted child, provided you:

- a. have worked for the P&C continuously for 6 months in a full time or part time role prior to commencing Parental Leave; or 12 months of casual employment AND
- b. The P&C has confirmed in writing that you have successfully completed your 3-month probationary period under your employment contract.

[Note: the statutory standard qualifying period for unpaid Parental Leave under the Act is 12 months, however, the P&C has decided to reduce that qualifying period for its staff because it accepts that the timing of when you become a parent can be unpredictable].

II. Parental Leave Definition

The sections below summarise the relevant entitlements under the Industrial Relations Act and should be read subject to the terms of the Queensland Employment Standards and the P&C Associations Award – State 2016. The entitlements include:

- Parental Leave is leave you are entitled to take before, during and/or after the birth of your baby. The Parental Leave entitlement is a maximum of 52-weeks unpaid leave.
- Leave can commence no earlier than six (6) weeks before the expected birth date, unless agreed by the P&C. Parental Leave must be taken in one unbroken period. If you are a pregnant employee and you intend to continue working during the six (6) weeks before the expected birth of your child, the P&C will ask you to provide a medical certificate stating whether you are fit for work, and if you are fit for work whether it is advisable for you to continue in your current position because of illness or risks arising out of your pregnancy, or hazards connected with the position;

III. Parental Leave Application Procedure

In order to be eligible to take unpaid Parental Leave, at least ten (10) weeks before the expected date of birth, you must advise your manager and Human Resources in writing of your intent to take Parental Leave via email and attach:

- A doctor's certificate indicating the expected date of birth.

These requirements do not apply to an employee when circumstances are beyond their control (e.g., In the event of premature birth). Unless it is not practicable to do so, four (4) weeks prior to your proposed commencement of leave, you should confirm the following with your manager:

- I. the intended start and finish dates of leave; or
- II. advise of any changes to the intended start and finish dates of the leave.

If you are able to advise of these dates earlier, it would assist the P&C in making arrangements for covering your role for the period of leave.

IV. Concurrent Leave

Parents can take up to eight (8) weeks of concurrent unpaid parental leave. Concurrent parental leave can start:

- on the birth or placement of the child;
- earlier than this date, if the P&C agrees; or
- later than this date, but must be within 12 months of the birth or placement of the child.

Concurrent leave can be taken in separate periods. Each period has to be at least two (2) weeks long, however, the P&C can agree to shorter lengths. Concurrent leave is part of your total unpaid parental leave entitlement. This means that any concurrent leave taken is deducted from the 52-week unpaid parental leave entitlement.

V. Adoption Leave

You should advise your manager as soon as you receive approval from the adoption agency of your intention to take adoption leave via email. This notice must be given no less than ten (10) weeks prior to the placement, or as soon as is practicable.

Due to the uncertain timings associated with adoptions, advise your manager and Human Resources to the best of your knowledge, of the following:

- Your intent to apply for adoption leave along with the date you intend to commence adoption leave;
- The end date of your adoption leave;
- Your agreement during the period of your leave not to engage in any conduct contrary to your employment conditions with the company.

Adoption leave is leave which you are entitled to take before, during and after the adoption of a child. For the entitlement to come into effect, the adoptive child must:

- be less than 16 years of age as at the day of placement, or expected day of placement; and
- be a child who is not (otherwise than because of the adoption) a child of yours or your spouses or de facto partner; and
- not have previously lived continuously with either adult for a period of 6 months or longer as at the day of placement, or the expected day of placement.

Pre-Adoption Leave

This entitles you to up to two days' unpaid leave (where no other form of leave is available) for attendance at adoption related interviews.

Foster Care Leave

Foster care is a way of providing a family life for children and young people who cannot live with their own parents. Although there is no legislated requirement, the P&C would like to support employees who decide to be a foster carer. Due to each foster care arrangement differing in its circumstance, the P&C encourages you to approach your manager to understand what sort of leave would be suitable for each circumstance.

VI. Unpaid Special Maternity Leave

If you are a pregnant employee, you are eligible to take unpaid Special Maternity Leave if you are not fit for work because:

- You have a pregnancy related illness.
- Your pregnancy ends for a reason other than the birth of your child, within 28 weeks of the expected birth date (e.g., if the child is still born).

You must give your manager notice of taking of unpaid Special Maternity Leave as soon as practicable (which may be a time after the leave has started). The notice must state how long you expect to be on leave.

If Special Maternity Leave is taken for a pregnancy related illness, the leave ends when the pregnancy ends or the illness ends. If the employee takes Special Maternity Leave due to a miscarriage or still birth, the leave may continue for as long as they are not fit for work.

The P&C may require evidence for Special Maternity Leave, such as a medical certificate. Special Maternity Leave won't reduce the amount of unpaid parental leave that an employee can take.

VII. Government Paid Parental Leave Schemes

Australia's first national Paid Parental Leave scheme started on 1 January 2011. These payments are in addition to any paid leave you may be eligible to from the P&C. At the time this policy was prepared, the Government Paid Parental Leave scheme:

- Is government funded
- Can be transferred to the other parent Is paid at the National Minimum Wage
- Is for up to 18 weeks
- Can be taken any time within the first year after birth

- Is income tested.

Father and Partner Paid Leave

Paid leave for fathers and partners started on 1 January 2013. This is up to 2 weeks' pay at the National Minimum Wage for working dads or partners (including same-sex partners).

These payments are made by the Government directly into the employee's bank account once their claim has been finalised. Other aspects of the Parental Leave Policy are as follows -

- During paid Parental Leave, Annual Leave, Long Service Leave and Personal Leave will continue to accrue;
- Statutory superannuation will continue to be paid by the P&C on all Paid Parental Leave; and,
- If you are a part-time employee, your payments will be pro-rated to reflect your current work hours.

VIII. P&C Funded Parental Leave

The P&C Association offers **eligible employees of the Association** 14 weeks' paid leave at full salary (pro-rated where applicable).

Eligible Employees will have the following criteria prior to applying for P&C Funded Parental Leave:

1. Employed as a Permanent Part-Time or Full-Time Employee
2. Are no longer on probation and have completed 6 months continuous service for the Association
 - a. Must have completed a full 6 months of permanent employment. E.g., Not Casual converted to employment sometime during the 6 month period.
3. The above details have been confirmed with the P&C Executive Committee
4. The Employee has requested the P&C Funded Parental Leave in writing

Eligible employees will have access to a period of 14 weeks in wages applicable to the individual, this may be spread over an alternate timescale as agreed between the P&C and the employee in writing. This amount is offered in addition to the all existing statutory entitlements relating to parental leave or any other form of leave. The P&C reserves the right to change or alter the P&C Funded leave according to the needs and abilities of the business.

IX. During Parental Leave

Your annual leave, long service leave, and personal (sick) leave will accumulate when on Government Paid Parental Leave and P&C Funded Parental Leave. Both your paid and unpaid period of leave are included in your length of service. Parental Leave does not break your continuity of employment.

Consultation While on Parental Leave:

Your manager will be your link throughout your period of leave. Your manager will discuss and document a plan on how to include and inform you of any work-related information throughout your leave. For example, you may elect to be invited to social functions or other P&C related events, visits to the school, Huddles or attend any professional development or training activities that may occur in your absence.

X. Returning from Parental Leave

Reducing the period of unpaid parental leave

If you and the P&C agree, you may reduce the period of Parental Leave that you take after your period of leave has started.

Return to work notification:

At least 4 weeks prior to your planned return to work date – or as soon as is practical – you will be asked to confirm your intent in writing. This advice should be addressed to your manager.

Please note that the sooner your manager can be advised of your definite return date, the sooner the P&C can manage workflow and resources to suit both parties

Return to work guarantee:

On ending parental leave, you are entitled to return to:

- your pre-Parental Leave position; or
- if that position no longer exists, an available position for which you are qualified and suited, which is nearest in status and pay to your pre-Parental Leave position.

XI. Request for flexible working arrangements

On your return from Parental Leave, you are able to request flexible working arrangements. Flexibility should enable both your and the P&C's needs to be met through making changes to the traditional manner of your job and should be mutually beneficial to both the P&C and you and result in positive outcomes.

The P&C will consider the following issues when a request for flexibility is received:

- your work and parental or carer responsibilities;
- parenting costs for the employee;

- financial circumstances of the business;
- effect of the flexible working arrangements on the workplace;
- consequences for the business;
- consequences for the employee of not having the arrangements.

The P&C will consider the following options for flexibility:

- Part-time work;
- Graduated return to work after parental leave - where the employee returns part time and then builds up to full-time work by an agreed date;
- Flexible start and finish times;
- accommodate child care and school pick-up requirements;
- Job-sharing;
- Work from home;
- Compressed hours

XII. Extending Parental Leave

According to the Industrial Relations Act, an employee taking 12 months Parental Leave (maternity, paternity & adoption) may request an extension of a further 12 months leave (up to 24 months in total).

The request must be in writing and given to the P&C at least four (4) weeks before the end of your initial period of parental leave, though earlier notification is preferred. The P&C will consider the request and respond in writing no later than 21 days after the request is made. All requests require approval of your manager. The P&C may decline the request if there are reasonable business grounds to do so, examples of such grounds may include:

- The effect on the workplace (e.g., the impact on finances, efficiency, productivity, customer service)
- The inability to manage the workload among existing staff
- The inability to recruit a replacement employee.

Extended parental leave is unpaid leave and would be treated the same as Leave Without Pay which does not attract the benefits provided under this policy (for example, recognition for Long Service Leave does not count during this period).

Section	Revision date
Written	November 2020
Last Reviewed / amended	January 2024

8.12 Employee Leave Policy

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Children and young people's Services Award 2010, National Employment Standards.*
- *Children and young people's Services Award (State) 2012*
- *Fair Work Act 2009*
- *NQS Area: 4.1; 7.1.1, 7.1.2, 7.1.3; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.3 – Educator Ratios, 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 10.1 – Quality Compliance Policy.*

Procedures

All employees seeking to take extended leave such as Annual Leave or Leave without pay shall submit their request in writing to the P&C Services Manager at least two weeks prior to such leave being requested.

Employees requesting Long Service Leave must submit their request, in writing to the P&C Services Manager, at least 3 months prior to the leave being taken.

The P&C Services Manager shall approve such leave unless the impact of leave is detrimental towards the successful operations of the service. Should leave not be approved, the employee shall be entitled to have notification and rationale within 3 working days of the original request for leave.

All sick leave shall be reported to the coordinators to ensure a suitable replacement can be obtained. The service shall have pre-planned arrangements for filling shifts when educators call in sick.

In the event that this is the P&C Services Manager and Coordinators, then such report shall be made to the person expected to assume responsibility for the service on that day or throughout the duration of leave. This person would also need to be deemed appropriate to undertake the role of a Responsible Person in Charge.

Management shall ensure that employees do not accrue any more than 6 weeks annual leave per annum. This shall be monitored through providing a balance sheet with annual audited reports documenting leave accruals.

Employees shall receive notification of their leave accruals on their fortnightly payslip.

All types of leave shall be appropriately recorded on rosters and timesheets.

Section	Revision date
Written	March 2008
Last Reviewed / amended	January 2024

8.13 Employee Qualifications - Monitoring Progress Policy

The Service seeks to ensure that all employees enrolled and studying relevant qualifications are monitored and supported as they progress through their studies. This ensures that the service strives towards providing a suitably qualified level of educators.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Children and young people's Services Award (State) 2012*
- *Children and young people's Services Award 2010, National Employment Standards.*
- *NQS Area: 4.1; 7.1.1, 7.1.2, 7.1.3, 7.1.4; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 2.3 – Educator Ratios, 8.3 – Recruitment and Employment of Educators, 8.4 – Educator Professional Development and Learning, 8.8 – Employee Performance Monitoring, Review and Management, 10.1 – Quality Compliance.*

Procedures

Employees recruited as qualified staff, shall provide the service with certified copies of their certificate of accredited and approved training, or, of enrolment in an approved course and available transcripts of coursework as completed.

This record shall be attached to a study monitoring form and maintained in the employee's confidential file held at the service.

The Employer's representative (P&C Services Manager or Coordinator) shall monitor and track the employee's progress through the course, particularly observing that the course will be completed within the required time frame being twice the scheduled course duration.

The Employee shall be required to submit a Statement of Progress/Result or other evidence such as a transcript to demonstrate appropriate completion of course components on a regular basis. (This information will be gathered every 6 months or as details are released from the Training Provider or Higher Education Institution).

In the event that necessary progress through the course is observed by the P&C Services Manager or Coordinator to be delayed and or jeopardized for any reason, then a meeting shall be scheduled between the employee and the Coordinator to discuss an appropriate course of action. Management will be informed of the outcomes of this discussion and shall have authority to approve the required course of action.

The employee may jeopardize their ongoing employment at the service if they fail to meet the progress in study requirements or complete the course within the prescribed finishing period.

Section	Revision date
Written	May 2010
Last Reviewed / amended	January 2024

8.14 Employee Health Policy

The Service expects that employees shall take a conscientious approach to managing their own health and in protecting the health and well-being of children and young people, colleagues and others engaged in the service's program and activities.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Work Health and Safety Act 2011 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 4.1; 7.1.2, 7.1.3, 7.1.4, 7.1.5; 7.3.1, 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.3 – Educator Ratios, 4.1 – General Health and Safety, 4.2 – Infectious Diseases, 4.4 – Preventative Health and Wellbeing, 8.10 – Employee Orientation and Induction, 8.16 – Employee Immunisation, 8.17 – Fit for Work Policy*

Procedures

Employees shall not attend to work under the influence of any drug or alcohol which may impact on their individual capacity to perform duties as expected of them in their position.

Employees who are unwell should not attend to work and should notify their supervisor by 6pm the day prior to a morning shift and by 10am prior to an afternoon shift that they are unfit for work. For absences of two or more consecutive days, or one day either side of a weekend or public holiday, employees must provide evidence in relation to their personal leave. This may be either a medical certificate, or if this is not practical, a statutory declaration.

If an employee has more than 3 single days' absences in a calendar year, then a medical certificate is required for each absence. An employee who is regularly absent will be required to provide a medical certificate to substantiate every absence.

Employees may be requested to undertake a health check or medical to verify that they are fit for work as expected of them in their role. This process will be non-discriminatory and implemented without bias or prejudice.

Employees who become unwell whilst on the job shall report immediately to their Coordinator and may be relieved from duties.

Employees who have been diagnosed with or suspect that their illness is due to infectious disease shall follow the guidelines as specified by the service in regards to exclusion periods.

Employees should maintain current immunisation status and may be required to provide the employer with a medical report detailing such status.

Section	Revision date
Written	May 2010
Last Reviewed / amended	January 2024

8.15 Employee Online Social Networking Policy

The service acknowledges that employees may access online social networking sites or platforms to interact with friends, family, colleagues or others. This policy aims to establish guidelines on the access and outside work usage of online social networking, with the aim of:

- preventing misrepresentations of the service and/or its stakeholders; or
- reputation damage from the conduct of the service's employees; or
- creating high risk or vulnerable situations for children and young people, families and employees.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Work Health and Safety Act 2011*
- *Privacy Act 1988 and Regulations 2013*
- *Duty of Care*
- *National Quality Standard, Quality Area 4 – Staffing Arrangements; 7.2 Effective leadership builds and promotes a positive organizational culture and professional learning community*
- *Policies: 2.8 – Anti-bullying, 8.1 – Role and Expectations of Educators, 8.7 – Workplace Harassment and Bullying, 8.9 – Employee Code of Conduct, 8.22 - Educator Interactions with Families - Professional Boundaries Policy.*

Procedures

Definition

For the purposes of this policy 'social media' and online communication will refer to any online tool, functions or platform that allow people to communicate via the internet. This includes, but is not limited to, applications such as:

- Social networking sites (e.g., Facebook, Pinterest, LinkedIn, Instagram);
- Video and photo sharing (e.g., YouTube, Tik Tok, Snapchat)
- Messaging platforms (Snapchat, Messenger)
- Blogging sites, forum or discussion boards (e.g., Twitter, Reddit)
- Online gaming

Responsibilities

All employees have a duty to uphold the reputation of the service (see *Code of Conduct*).

Communication and information sharing via social media/the internet have the potential to harm a stakeholder of the service or harm the service's reputation.

Employees are to recognize their employment relationship extends beyond the hours of work; therefore, it is the responsibility of employees to ensure their conduct is consistent with the policies and guidelines of the service when using social media for personal use. Demonstrating professionalism and management of social boundaries is the responsibility of the employee. Interactions with employees and other stakeholders that harasses, threatens, jeopardises trust, or harms the reputation of the services will be treated seriously. Employees engaging in this conduct will be subject to disciplinary action, up to and including termination.

Guidelines

Employees are expected to display conduct consistent with the following guidelines to ensure safety and protection of others, themselves and the service:

- There should not be any personal interaction with children and young people of the service via social media, including being 'friends' or following accounts etc. If a child of the service attempts to interact with you online, **do not respond**. Review your privacy settings and notify the Nominated Supervisor or Approved Provider who will communicate the service's expectation with the family directly¹;
- Harmful, threatening, suggestive or harassing comments are not to be made about fellow employees or stakeholders. This will be viewed as cyberbullying (unlawful conduct) and will prompt disciplinary action;
- The service name cannot be mentioned in online posts or other online commentaries (either directly or implied).
- Privacy and confidentiality must be maintained at all times. Employees should not discuss or disclose work-related matters in any capacity.
- Photos of employees in work uniform are not to be placed online; and
- If anything is posted online by others which may harm the reputation of the service, its employees or stakeholders, and you have the capacity to delete such information, the Approved Provider asks that you do so immediately.

Reporting Breaches

If any employees become aware of:

- conduct or communication that breaches this policy; or

- finds any online material that is potentially dangerous or damaging to the image or people of the service;

Then, the employee should immediately report this information to either the Coordinator or Approved Provider. This disclosure should not be shared with others.

¹ Employees who are also family members of children and young people/service users may be excluded from this condition. Disclosure of the relationship with families and children and young people of the service is **essential**. In these extenuating circumstances, the social media responsibilities will be managed on a case-by-case basis by the *Nominated Supervisor* or Approved Provider.

Section	Revision date
Written	May 2010
Last Reviewed / amended	January 2024

8.16 Children and young people related to Employee Policy

The Service strives to provide a supportive environment for all families and children and young people using the service. This is extended to children and young people of employees or related to employees who attend the service however, the service also acknowledges the complexities that may arise when children and young people related to employees are participating in the service's program and activities. This policy strives to articulate a model for best practice when employees are providing direct care to their own children and young people or children and young people related to them e.g., grandchildren and young people, siblings, nephews/nieces, God children and young people, step children and young people in the course of their employment within the service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 1.1.5; 4.2.1; 5; 7.1.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.6 - Behaviour Support and Management, 2.7 - Exclusion for Behavioural Reasons, 8.1 - Role and Expectations of Educators, 8.3 - Recruitment and Employment of Educators, 8.10 – Employee Orientation and Induction*

Procedures

Children and young people related to employees shall be permitted to be enrolled in and attend the service using the priority of access guidelines as defined in this policy and procedure document.

Children and young people related to employees must be eligible to attend a school age care program as described by relevant legislative instruments, namely the Education and Care Services National Law 2010 and Regulations 2011.

Employees shall be expected to professionally carry out all duties as expected of them whilst they are employed in the service regardless of the attendance of their own children and young people or children and young people related to them. The employee must disclose to the P&C Services Manager and Coordinators that the relationship exists at the time of enrolment of the child.

Children and young people of employees shall be provided with consistent care, consideration and involvement in the service as any other child participating in the program. The behaviour of children and young people of employees shall be managed as it would any other child participating in the program and preferably by another educator other than the parent or related employee.

If the employee's child or child related to the employee has been excluded from the school, the Coordinator will:

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

Section	Revision date
Written	August 2010
Last Reviewed / amended	January 2024

8.17 Employee Immunisation Policy

The Service acknowledges their obligation as an employer under the Work Health and Safety Act 2011, in ensuring the workplace health and safety of employees and others. This extends to limiting exposure to health and safety risks that may arise from the incidence of vaccine-preventable diseases in the workplace. Vaccination of employees and volunteers is not a mandatory requirement under relevant legislation, however is considered by this service as a best practice approach to prevention of vaccine-preventable diseases outbreak.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Staying Healthy in Childcare*
- *Work Health and Safety Act 2011*
- *Duty of Care*
- *NQS Area: 2.1.1, 2.1.4; 4.2.1; 7.1.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 4.2 – Infectious Diseases, 4.4 – Preventative Health and Wellbeing, 4.14 – Infectious Diseases Response Strategy, 8.10 – Employee Orientation and Induction, 8.13 – Employee Health.*

Procedures

All employees and volunteers working with children and young people in the service should be up to date with all the vaccinations that are recommended for adults.

All employees and volunteers working with children and young people in the service should consider additional/special vaccinations, recommended due to an increased risk of exposure in the workplace.

Information sheets from Queensland Health and Workplace Health and Safety Qld provide further guidance regarding recommended immunisations for adults, including but not limited to:

- Hepatitis A;
- Measles, Mumps and Rubella (MMR);
- Varicella (Chickenpox);
- Pertussis (Whooping Cough);
- Hepatitis B - (May be recommended in specific circumstances, such as when providing child care to populations who have a higher prevalence of Hepatitis B).

Employees/volunteers will be required to complete an employee immunisation record as part of the service employment process.

Each record shall be maintained confidentially in the employee/volunteer's file.

Any expenses associated with completing the immunisation record such as blood tests and medical fees shall be incurred solely by the employee/volunteer.

Any employee or volunteer conscientiously objecting to Vaccination shall articulate their position in writing, accepting responsibility for their own individual choice to do so. This document will be maintained confidentially in the employee/volunteer's file.

Conscientious objectors may be required to seek further advice from a medical authority to support them to clearly understand such position. In such cases additional procedures will be relevant to those employees/volunteers should an outbreak of any vaccine-preventable disease occur in the workplace, this will include, but not be limited to:

- Exclusion from the workplace; and/or;
- Restrictions as advised by the relevant health authority.

Such exclusion would be without pay if that person is a paid employee of the service.

Please note. The service has accessed information sheets available for child care from:

- <http://www.deir.qld.gov.au/workplace/business/childcare/index.htm> accessed 17/9/2012.
- The Australian Immunisation Handbook is available from <http://www.immunise.health.gov.au/>
- <http://www.health.qld.gov.au/immunisation/consumers/babies.asp#centres> accessed 17/09/12.

Section	Revision date
Written	May 2010
Last Reviewed / amended	January 2024

8.18 Fit for Work Policy

The Service believes that the safety of employees at work and any persons involved within the service (including children and young people) is of paramount importance. In order to ensure the health and safety of all individuals associated with its operations, the service will take all reasonable steps to ensure that employees are in a fit and competent state to work safely.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Work Health and Safety Act 2011*
- *Duty of Care*
- *NQS Area: 4.3.1; 7.2.3, 7.3.1, 7.3.2, 7.3.3, 7.3.4, 7.4.2, 7.5.1*
- *Policies: 4.4 – Preventative Health and Wellbeing, 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.10 – Employee Orientation and Induction, 8.13 – Employee Health, 10.8 – Information Handling (Privacy and Confidentiality).*

Procedures

PLEASE NOTE. Some content of this policy has been adapted from the Australian Children and young people's Services Employers Association (ACSEA) as best practice.

Interpretation

'Fit for Work': an employee is fit for work if they have a blood alcohol level of 0.00 and test negative for drug use.

An employee is 'fit for work' if physically able to carry out their duties, as per their job description.

'On duty': An employee is on duty at any time they are undertaking the duties and responsibilities associated with their contract of employment.

Responsibilities

The OSHC Coordinator will:

- Be responsible for assessing the fitness for work of employees under their control, while they are on duty;
- Immediately stand down any employee suspected to be under the influence of alcohol or other drugs;

- Immediately stand down any employee that is not physically fit and capable of performing their duties.

Any such employees must not return to work until they are able to demonstrate that they are fit to work.

Each employee is responsible for:

- Ensuring that they are not in an unfit state for any reason, including physical limitations and/or the adverse effects of alcohol or other drugs;
- Notifying the P&C Services Manager and Coordinators of any concerns that their fitness for work may be impaired;
- Ensuring that any prescription or non-prescription medication is taken safely and in accordance with the requirements as listed further in this policy;
- Notifying the Coordinator, or other responsible person, of any situation in which this policy has been breached, including;
 - Any situation in which other individuals are believed to be unfit for work;
 - The unauthorized possession or consumption of alcohol or other drugs on site or during work;
 - Any other apparent breach of this policy.

All such information will be dealt with in strictest confidence.

Employees should also be aware that rights to worker's compensation or a common law claim may be affected if they are involved in a work-related accident while under the influence of alcohol or drugs.

Alcohol

An employee must not be under the influence of or be affected by alcohol while on duty. This means that all employees are expected to have a 0.00 blood alcohol content at all times they are required to undertake the duties and responsibilities associated with their contract of employment.

If any employee becomes aware of behaviours from which they might draw the conclusion that another employee is intoxicated, the Coordinator or Approved Provider **MUST** be contacted immediately. Such behaviours may include, but not be limited to:

- Slurred or impaired speech;
- possibly aggressive in manner;
- Staggered, jerky movements, could seem unco-ordinated;

- Heavy eyes and/or flushed face;
- Dull, tired appearance

If the above concerns are raised regarding an employee, the Approved Provider may request a blood alcohol test, at the management expense. If the employee's blood alcohol content is higher than 0.00, they will be considered unfit for work immediately. For the employee to return to work, the Approved Provider/Co-ordinator must be satisfied that they are fit for work and that they have a blood alcohol content of 0.00. Proof of which may include the undergoing of another blood alcohol test, at the employee's expense.

An employee is prohibited from operating any machinery or equipment, including any motor vehicle, if they are under the influence of alcohol.

Alcohol must not be consumed anywhere within the grounds of the Service, during work time. There may be occasions when alcohol may be consumed as part of a work function, or other recognized work event. Where the consumption of alcohol has been properly approved, employees must continue to act in a sensible and responsible manner and with due care for their own and other people's safety and well-being. Failure to act in a sensible and responsible manner or to follow any directions with regards to the consumption of alcohol may result in disciplinary action as listed further in this policy.

The unauthorized possession or consumption of alcohol at the workplace will result in disciplinary action as listed further in this policy.

Drugs

Employees must not consume or be under the influence of any unlawful drug anywhere on the Service premises or grounds or while on duty.

If any employee becomes aware of behaviours from which they might draw the conclusion that another employee is under the influence of drugs, the Coordinator or Approved Provider **MUST** be contacted immediately.

If concerns of this nature are raised regarding an employee, the Approved Provider may request a drug test, at the management expense. This means that employees are expected to return a negative urine test for the following substances:

- Amphetamines;
- Cannabinoids/THC/Marijuana;
- Opiates/Barbiturates;

- Benzodiazepines;
- Cocaine/Methadone;
- LSD.

If an employee tests positive for any other substance, the Approved Provider may obtain relevant expert advice to determine whether the employee will be considered fit for work.

If an employee tests positive for drugs they will be considered unfit for work immediately. For the employee to return to work, the approved Provider must be satisfied that they are fit for work. Proof of which may include the undergoing of another urine drug test, at the employee's expense.

An employee must not cultivate, sell or have in their possession or control any unlawful drug or drug taking implement anywhere on the Outside School Hours Care premises or grounds or while on duty.

The use, possession, cultivation, manufacture and distribution of an unlawful drug is illegal. If the Approved Provider becomes aware that you have, or have had, in your possession or control, or are cultivating or supplying unlawful drugs or drug taking implements, whether for profit or otherwise on Outside School Hours Care premises or grounds or while on duty, they will notify the police and actively assist them in their enquiries.

Any drugs prescribed by a medical practitioner must be used in accordance with medical advice. Any non-prescription drugs must be used in accordance with manufacturers' recommendations. If an employee is taking prescription or non-prescription drugs, which could cause drowsiness or otherwise affect their fitness for work, they must advise the Coordinator so that their ability to work safely can be monitored. If necessary, a medical opinion may be obtained.

The unauthorized possession or consumption of drugs at the workplace will result in disciplinary action and may result in termination of employment.

Alcohol and Drug Testing Requirements

Testing may be carried out where:

- An employee is involved in an incident or accident;
- An employee displays unsafe behaviour; or
- causes injury to any other person; or
- commits an act of negligence or carelessness; or
- shows disregard for safety.
- There is reason to believe that an employee is affected by alcohol or drugs;
- An employee who previously tested positive is being monitored to ensure safe practice; or

- Evidence of alcohol or drug use at the workplace is discovered and the employee or employees concerned can be identified with reasonable certainty.

An employee who does not cooperate fully with the administration of an alcohol or drug test without a legitimate reason will not be able to return to work until they have co-operated and provided a breath and/or urine sample for analysis.

Employees who refuse will be required to take unpaid leave until they co-operate. Refusal to cooperate may result in disciplinary action.

Interference with testing – the actual or attempted adulteration, substitution or other interference by a person with a test sample or result, will result in disciplinary action which may include termination of employment.

Disciplinary Procedures

The Approved Provider may take the following disciplinary action where an employee is found to be under the influence of alcohol or other drug;

- Immediate termination;
- Final warning; or
- Warning.

The appropriate disciplinary action will depend on the individual circumstances of each matter. In making any decisions, the Approved Provider will take into account factors including, but not limited to:

- The seriousness of the employees' behaviour;
- The risk posed to the safety of employees and others; and
- Any previous breaches of this policy.

An employee who receives a warning will be counselled by the Approved Provider regarding:

- The 'Fit for Work Policy' and the obligations and responsibilities under it;
- The serious and unacceptable nature of the person's behaviour;
- The risk posed for the safety of the employee and others;
- The employee's responsibility to demonstrate that the problem has been effectively addressed;
- The consequences for future breaches of this policy; and

- The reasons why the person has used alcohol or other drugs to the extent that they are in an unfit state.

The employee will be advised that they may be monitored for a period of time to ensure that the problem has been addressed and that during this period they may be subject to periodic alcohol and drug testing.

The employee will receive a written warning which will reflect the key points covered in this process. A copy of this will be placed on their personnel file.

Employees will not be paid for the period which they are unfit for work.

An employee who receives a final written warning will be counselled by the Approved Provider as set out above and will be required to demonstrate that the threat to work performance and/or safety has been effectively addressed before they are permitted to return to work.

The final written warning will have the effect that any further breaches of this policy may result in termination of their employment. A copy of the warning will be placed on their personnel file.

Fatigue

Work related fatigue may arise from situations requiring concentration for extended periods during work hours, working in extreme temperatures or working in high-risk situations.

Non-work related fatigue is generally the result of poor quality or inadequate sleep which may be caused by a number of reasons, including sleep disruption, ill family members, distress, domestic responsibilities or a second job.

The P&C Services Manager and Coordinators is responsible for ensuring roster cycles are monitored and reviewed to address the potential for fatigue, especially among employees engaged in split shifts and/or potentially hazardous activities.

The P&C Services Manager and Coordinators is responsible for ensuring shift lengths are monitored to prevent excessive time working. Provision will be made on all shifts for appropriate rest breaks during and between shifts to ensure that employees have adequate opportunity for rest.

The P&C Services Manager and Coordinators will take all practical steps to assess and manage the work environment to minimize the impact of fatigue.

The Service will provide appropriate information and education on the causes and management of fatigue and will arrange for all individuals to be made aware of their responsibility to prevent impairment of their fitness for work by fatigue.

Physical Ability

The P&C Services Manager and Coordinators is responsible for ensuring that all employees are fit and able to perform their duties, when arriving for their shift.

To be considered physically capable of performing their duties, the employee must be able to move about freely, particularly in the case of emergency or risk of harm to others.

As per their job description, the employee MUST be able to interact with the children and young people and actively contribute to the activities, experiences and routines of the Service. This may include, but not be limited to physical activities such as walking, running, standing, crouching and kneeling.

Confidentiality

Confidentiality is vital in promoting the effectiveness of this policy and all reasonable efforts, consistent with safety, legal requirements and common sense, must be made to maintain an individual's privacy.

Information relating to an employees' fitness for work must be transmitted, used and stored in a confidential manner in accordance with the Information Handling Policy (policy 10.8).

The disclosure of confidential information may be required to those persons who have a legitimate 'need to know'. Typically, this will be only to those persons who have a responsibility for ensuring the employees' safety and performance. Disclosure will be limited to the information necessary to address the situation. The Approved Provider/OSHC Co-ordinator will inform the employee as to:

- The reason or need for disclosure;
- To whom the disclosure will or has been made; and
- The extent of information that will or has been disclosed.

<http://acsea.org/media/Documents/employment%20documents/fitness%20for%20work%20policy.pdf>

(ACSEA, 2006) Accessed 17 Sept 2012

Section	Revision date
Written	September 2012
Last Reviewed / amended	January 2024

8.19 Employee Retention Policy

The service recognises the importance of retaining quality employees who demonstrate ongoing commitment to their work with children and young people and families and use professional standards to guide their practice. The development and retention of quality employees ensures continuity and that the school age care program is responsive to the needs of children and young people as individuals and in groups.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Privacy Act 1988 and Regulations 2013*
- *Relevant Industrial Awards*
- *NQS Area: 4.1; 4.2; 7.1.2, 7.1.3; 7.2.2; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.4 – Educator Professional Development and Learning, 8.8 – Employee Performance Monitoring, Review and Management, 8.10 – Employee Orientation and Induction, 8.12 – Employee Qualifications – Monitoring Progress.*

Procedures

The service will develop clear policies and procedures in relation to employee vacancies to ensure key values, skills and attributes are identified when advertising vacancies.

The service will ensure policies and procedures are developed and implemented in relation to employee orientation and induction with individual checklists completed to ensure all aspects of the employee's job role are discussed.

The service will develop clear policies and procedures in relation to employee performance reviews with identified strategies in place to manage ongoing learning and professional development.

The service will develop exit interview strategies to ascertain reasons for staff turnover with the intention to develop strategies to promote job satisfaction for existing employees.

The service will actively work towards supporting educators to develop professionally through:

- Encouraging attendance at workshops;
- Supporting networking opportunities;
- Supporting higher education and qualification attainment;

- Enabling ‘on the job’ development and learning through coaching, mentoring and effective leadership;
- Providing regular opportunities for team members to come together and share thoughts and ideas enabling critically reflective practice.

The service may provide benefits for employees who demonstrate an ongoing commitment to their role and use professional standards effectively to guide their practice through employee acknowledgement programs which may include:

- Employee of the month;
- Appreciation certificates;
- Career advancement/promotion;
- Staff fee discount;
- Other rewards as deemed appropriate by management.

References

<https://www.davidsoninstitute.edu.au/learning-centre/business/articles/developing-a-staff-retention-strategy>

Section	Revision date
Written	July 2014
Last Reviewed / amended	January 2024

8.20 Employee Counselling and Disciplinary Procedures Policy

The service acknowledges that, from time to time, employee behaviour and performance may fall below the expected standards as detailed in the specific job description and orientation/induction processes. The purpose of this policy is to establish an equitable and consistent approach to addressing unsatisfactory work performance and/or conduct by:

- Ensuring counselling takes place to reinforce the expected performance or conduct standards;
- Establishing a process under which warnings may be issued and discussed; and
- Providing for disciplinary action when performance or conduct does not improve.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Duty of Care*
- *Fair Work Act and Regulations 2009*
- *Work Health and Safety Act 2011 and Regulation 2011*
- *Prevention of Workplace Harassment Advisory Standard 2004*
- *Relevant Industrial Award or Agreement*
- *NQS Area: 4.2; 7.1.1, 7.1.2; 7.2.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 8.1 – Role and Expectations of Educators, 8.5 – Volunteers, 8.6 – Employee and Volunteer Grievance, 8.8 – Employee Performance, Review and Management, 8.9 – Employee Code of Conduct, 8.10 – Employee Orientation and Induction, 8.17 – Fit for Work, 10.8 – Information Handling (Privacy and Confidentiality)*

Procedures

Definitions

‘Counselling’: the discussion and analysis of issues which affect an employee’s conduct and/or work performance. Counselling is used to improve an employee’s performance where their behaviour or performance doesn’t meet required expectations.

‘Unacceptable performance’: is when the employee’s performance remains unacceptable following a reasonable period of performance improvement.

‘Misconduct’: when an employee breaches their obligations under their contract of employment. Examples of misconduct may include but are not limited to:

- Breaches of policies, codes of conduct and other reasonable instructions;
- Unauthorised absence from work;

‘Serious Misconduct’: when an employee breaches their obligations under their contract of employment to an extent that it is reasonable to discontinue their employment. Examples of serious misconduct may include but are not limited to:

- Dishonesty and fraud;
- Bullying, fighting or abusive behaviour;
- Sexual harassment;
- Drunkenness and drug use;
- Acting in an unsafe manner;
- Misusing confidential information;
- Damage or misuse of service equipment and resources;
- Breach of any act or legislation relating to their employment.

‘Disciplinary action’: action taken by the organisation to deal with any actual, alleged or perceived breach of legislation, policies, codes or other standards of work performance and/or conduct.

Service responsibilities

The service acknowledges that the principle objective of counselling employees is to draw allegedly inappropriate behaviour and/or unacceptable performance to the attention of an employee and, where proven, explain to the employee the potential and/or actual consequences of that performance and/or behaviour and assist them in achieving and maintaining behaviour and performance that is consistent with the services policies, procedures and practices.

The Service has developed disciplinary procedures designed to address employee conduct that impedes the operation of the service whilst ensuring all parties receive procedural fairness and due process in a timely and effective manner. Service management reserve the right to amend procedures depending on the facts of each situation and the nature of the offense.

The service will treat all allegations of unacceptable performance and/or misconduct as serious and take prompt action to address identified issues, irrespective of whether they be minor or more serious. If action (as per the counselling and disciplinary procedures) cannot be taken immediately, the employee concerned should be advised as soon as possible of when and where that follow-up action will take place.

In consultation with management, the P&C Services Manager and Coordinators may conduct a workplace investigation in cases of allegations of serious misconduct. The employee who has been accused of the allegation will be informed of the matter verbally, and in writing, and will be advised that they

may be stood down on full pay until the workplace investigation has been completed. The workplace investigation will include the gathering of relevant information, written statements, interviews, documents and records. Other employees may be required to be interviewed as part of the investigation. Further disciplinary action will depend on the results of the investigation.

All persons involved in any way with the counselling and disciplinary processes must retain confidentiality at all times. The employee may choose to discuss the matter with a nominated support person and may elect to bring them along to any interview or counselling session conducted under the formal components of the process.

The service counselling and disciplinary procedures will have three distinct, but not necessarily sequential components:

- Informal counselling (face-to-face feedback);
- Formal counselling; and
- Disciplinary procedures (including warnings).

The decision as to which of the three components initially apply will be based on the seriousness of the employee's behaviour and/or performance and will depend on the facts and circumstances as identified by, or conveyed to, the service coordinator.

Where the P&C Services Manager and Coordinator has not identified the behaviour and/or performance issue firsthand, sufficient facts must be gathered to determine the seriousness of the behaviour and the appropriate action. Direct observations may be undertaken by the service coordinator to determine validity of allegations. Immediate action must be taken if there are serious concerns about an employee's conduct. As part of the process of establishing the facts, the service coordinator may:

- Assess relevant documentation;
- Interview person/s who may (or should) have knowledge of the employee's behaviour; and
- Document what has occurred.

Informal counselling

Informal counselling and/or face-to-face feedback will normally occur when, in the coordinator's opinion, the employee's behaviour is such that formal disciplinary action is not appropriate. Where it is established during the informal discussion that the behaviour expectations have not been met, feedback given must be constructive and delivered to encourage the employee to achieve and maintain expected behaviour/performance standards.

If the discussion confirms that misconduct has occurred, the employee should be:

- Advised of how the behaviour and/or performance is inconsistent with the service expectations and their employment contractual obligations;
- Provided with an opportunity to respond to the concern and to raise any other matter that they consider relevant; and
- Engaged in jointly identifying a plan of action to improve performance standards or outline the appropriate conduct expected.

After the informal counselling session, the service coordinator will keep a diary note of the discussion and where appropriate, plan a subsequent discussion with the employee to review the behaviour or performance.

Formal counselling

Formal counselling will normally occur when:

- The employee has previously been counselled informally but behaviour has not improved to the expected standard (unacceptable performance);
- The employee's misconduct is such that, in the opinion of the service coordinator, formal counselling is appropriate.

The formal counselling session will take place as soon as possible after the behaviour and/or performance issue is identified with the employee being advised in writing of:

- When and where the interview will take place;
- The matter/s that will be discussed (i.e., specific details of the alleged unacceptable performance/misconduct);
- Their opportunity to respond; and
- The opportunity for them to bring a support person/observer to the interview.

At the meeting the P&C Services Manager and Coordinators and employee will review and discuss the allegations and their responses to these allegations as well as any additional incidents, information and prior relevant corrective action plans.

At the conclusion of the formal counselling session the P&C Services Manager and Coordinators will complete an Employee Counselling Report, to be signed and dated by the employee as a true and correct

record of discussions, agreed actions and timeframes. A record of the meeting will be provided to the employee by way of a letter confirming:

- The issue of concern;
- Any assistance/support to be provided (if relevant);
- Date and time for subsequent meeting; and
- Disciplinary action taken with the possibility of further action should the required expectations for behaviour and/or performance not be achieved.

Disciplinary action

Disciplinary action may be taken where the alleged misconduct and/or unacceptable performance continues, or is of a serious nature. Disciplinary action may include written warnings and/or termination of employment.

Written warnings

The purpose of a written warning is to emphasize to the employee that their misconduct or performance is unacceptable and to make clear that further disciplinary action may be taken. A written warning may be given to an employee when:

- The employee has previously been through the formal counselling process and has not met the required standards or expectations; or
- The employee's performance or misconduct is of a serious nature and requires immediate action.

Written warnings must also detail the support and/or training to be provided to the employee as well as the expected timeframes for review of the identified issue/s.

Show cause meeting

The purpose of this meeting is to ask the employee to show cause as to why their employment should not be terminated. Depending on the circumstances, the employee may be stood down on full pay until a meeting is scheduled. Employees will be required to respond, in writing and prior to the scheduled meeting, addressing the allegations and their reasons why employment should not be terminated.

Requests for an employee to attend a show cause meeting shall be made in writing outlining:

- When and where the meeting will take place;
- Who else will be involved in the meeting (i.e., Management representative)

- The specific issue that will be discussed (i.e., alleged unacceptable performance/misconduct);
- Their opportunity to respond; and
- The opportunity for them to bring a support person/observer to the meeting.

At the meeting the management representative, coordinator and employee will review and discuss the allegations and their responses to these allegations as well as any additional incidents, information and prior relevant corrective action plans. A decision surrounding the employee's continued employment will be made at this meeting.

Employees terminated as a result of misconduct or unacceptable performance will be given notice as per their Industrial Award and will receive any outstanding leave and/or TOIL entitlements (if applicable). Terminated employees will be issued with a Statement of Service.

Management reserves the right to seek independent Industrial Relations advice to assist in this process.

Instant dismissal

Serious misconduct, (as identified at the beginning of this policy) will not be tolerated and may result in the instant termination of employment.

Management responsibilities

The Bulimba State School P&C Association is responsible for ensuring that the service adheres to the disciplinary process and that reasonable support is provided to ensure the process is fair and that the employee has every reasonable opportunity to change the unsatisfactory pattern of their behaviour.

At each stage of the disciplinary process, management may obtain advice, particularly in the preparation of written warnings and/or termination. This process shall be implemented within the context of the appropriate industrial awards and in accordance with relevant State and/or Commonwealth legislation.

References

Australian Human Rights Commission. (n.d.). *Information for Employers*. Retrieved from Sex Discrimination and Sexual Harassment: www.humanrights.gov.au/commission-website-information-employers

Australian Human Rights Commission. (n.d.). *Information for Employers*. Retrieved from Writing an Effective Sexual Harassment Policy: www.humanrights.gov.au/commission-website-information-employers-0

Community Management Solutions. (2013). Workplace Bullying and Harrassment Toolkit.
Discrimination and Sexual Harrassment Policy.

Section	Revision date
Written	July 2014
Last Reviewed / amended	January 2024

8.21 Workplace Sexual Harassment Policy

Bulimba Outside School Hours Care is committed to ensuring the working environment is free from sexual harassment where all employees are treated with dignity, courtesy and respect. This includes any work-related activities such as conferences, work functions and/or excursions.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Sexual Discrimination Act 1984*
- *Anti-Discrimination Act 1991 (QLD)*
- *Fair Work Act and Regulations 2009*
- *NQS Area: 4.1; 4.2; 7.1.2, 7.1.3; 7.2.2; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.6 – Employee Volunteer and Grievance 8.9 – Employee Code of Conduct, 8.10 – Employee Orientation and Induction, 8.19 – Employee Counselling and Disciplinary Procedures, 10.8 – Information Handling (Privacy and Confidentiality)*

Procedures

Definition

‘Sexual Harassment’ is any unwanted, unwelcome or uninvited behaviour of a sexual nature which makes a person feel humiliated, intimidated or offended.

Sexual harassment in the workplace can take many different forms and may include:

- Staring, leering or unwelcome touching;
- Suggestive comments or jokes;
- Unwanted invitations or requests for sex;
- Intrusive questions about a person’s private life or body;
- Insults or taunts based on sex;
- Sexually offensive communications (phone, email, SMS or other social media).

Sexual harassment is not behaviour which is based on mutual attraction, friendship and respect. If the interaction is consensual, welcome and reciprocated it is not sexual harassment.

Sexual harassment doesn’t have to be repeated or continuous to be against the law with some types of sexual harassment being offences under criminal law. These include:

- Physical molestation or assault;
- Indecent exposure;
- Stalking;

- Obscene communications (telephone calls, letters, etc.).

The service has a legal responsibility to prevent sexual harassment in the workplace, therefore the coordinator and other members of management have a particular obligation to:

- Model appropriate behaviour;
- Promote this policy;
- Treat all complaints seriously and attend to them promptly;
- Monitor the work environment; and
- Seek expert help for complex or serious matters.

The service will take disciplinary action against any employee found to have breached this policy, which may include:

- An official warning and note on the employee’s file;
- A formal apology;
- Counselling;
- Demotion; or
- Dismissal for serious misconduct.

Complaints of sexual harassment will be dealt with as per the Employee and Volunteer Grievance Policy and will be dealt with as per the Employee Counselling and Disciplinary Procedures Policy.

References

Australian Human Rights Commission. (n.d.). *Information for Employers*. Retrieved from Sex Discrimination and Sexual Harrasment: www.humanrights.gov.au/commission-website-information-employers

Australian Human Rights Commission. (n.d.). *Information for Employers*. Retrieved from Writing an Effective Sexual Harrasment Policy: www.humanrights.gov.au/commission-website-information-employers-0

Community Management Solutions. (2013). *Workplace Bullying and Harrasment Toolkit. Discrimination and Sexual Harrasment Policy.*

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8.22 Educator Uniform and Personal Presentation Policy

The Approved Provider requires that educators and other staff, engaged to work with children and young people in OSHC, present themselves and wear a standard of dress appropriate to the circumstances and environment in which they will be working. In administering this policy, consideration will be given to any work, health and safety requirements as well as the need to ensure that clothing worn by educators is neither offensive nor hazardous.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Work Health and Safety Act 2011 and Regulations 2011*
- *Relevant Industrial Agreement*
- *NQS Area: 4.2.1; 7.1.2, 7.3.5.*
- *Policies: 8.1 - Role and Expectations of Educators, 8.3 - Recruitment and Employment of Educators, 8.5 – Volunteers, 8.6 – Employee and Volunteer Grievance, 8.9 – Code of Conduct, 8.10 - Employee Orientation and Induction*

Procedures

The professional image of employees has a significant impact on the way the service is viewed by parents, children and young people and the wider school community. The uniform also assists children and young people, parents and school staff to easily identify staff within the program for safety reasons.

A high standard of personal presentation is required from all educators and other staff at all times whilst on duty at the service. Educators are required to maintain a high level of personal hygiene and all clothing should be clean, pressed and in good condition.

Failure to follow the coordinator's direction and/or blatant violation or repeated violations of this policy may result in disciplinary action.

Educators are required to wear each shift a uniform shirt, hat and name badge as provided by the service. Additional shirts can be purchased by educators at a minimal cost. This enables a particular standard of dress to be modelled to the children and young people. In all cases when educators are outdoors brimmed hats must be worn in accordance with the Employee Guidelines and Sun Protection Policy.

Dress Code

Educator's dress and appearance should be professional and conducive to active participation with children and young people. Clothing worn to comply with cultural or religious standards is allowable as long as it does not pose a foreseeable risk to health and safety at work.

Upon employment, educators and other staff will be issued with a service uniform shirt and hat which must be kept laundered and in good condition. Educators will receive a weekly laundry allowance, as per the relevant industrial award

All educators and other staff will be required to wear the service uniform shirt and hat whilst on duty at the service. The service uniform shirt can be worn prior to, and after their designated shift however, whilst in the public view, the educator will be required to conduct themselves in a manner that will not be detrimental to the reputation of the service.

Prior to receiving their allocated service uniform shirt, educators will not be permitted to wear clothing that is:

- Tight or revealing (i.e., midriff tops, clothing that reveals undergarments, shirts with spaghetti straps, low-cut tops); or
- Displaying inappropriate images or words; or
- Damaged, including clothing that is ripped or torn.

Educators will be required to supply their own shorts, pants or shirts with consideration given to the appropriateness of such clothing when actively working with the children and young people. Shorts, pants and/or skirts are required to be no shorter than mid-thigh length with consideration given to ensuring that no part of their buttocks are exposed.

Where educators are required to attend special events, conferences, courses or seminars the service uniform requirements still apply unless specifically directed by the coordinator or approved provider.

On special occasions or programming days, permission may be sought from management for staff to dress up in clothes, costumes or cultural national dress appropriate to the theme of the special event ensuring that the dress up is sun-safe and not offensive.

Educators will be provided with a service name badge which must be worn whilst on duty at the service. Name badges must be kept clean and should be worn so that they are clearly visible.

In some circumstances it may not be practicable for educators or other staff to wear the service uniform such as during pregnancy or for religious requirements. In such cases, educators and other staff should comply with the general presentation requirements and seek approval from the coordinator or approved provider.

If the coordinator determines that the educator's dress or appearance does not comply with this policy, a determination will be made as to whether the educator is allowed to remain at work or must leave work to change his/her dress. In any circumstance that an educator is requested to return home and change the

coordinator will ensure that the educator/child ratios of the service are maintained. Any deliberate breaches of this policy could result in disciplinary action being taken against the employee. Any further incidents will be considered in breach of service policy and further action in accordance with the Service's performance management policy will be taken.

The Coordinator and Assistant Co-ordinators may also be allocated a dress shirt and cardigan which allows them to be easily identifiable. They will have the choice of wearing the educator's uniform shirt and fleece or the dress shirt and cardigan at their discretion, taking into consideration the practical nature of the activities undertaken.

Personal Protection Clothing

The service will ensure that uniform shirts supplied comply with recommended SunSmart guidelines and include a collar and mid-length sleeve.

In order to comply with the SunSmart Policy of the service, educators and other staff will be required to wear a broad-brimmed hat when outdoors. Educators will be issued with a broad-brimmed hat and it is the educator's responsibility to ensure it is at the service when required or kept at the service.

Educators will be required to wear fully enclosed and protective footwear at all times. The standard requirement will be a sandshoe or jogger however, consideration may be given to other types of footwear provided that it fully encloses the foot and is not a strap-on type of footwear. Ballet flats are not recommended. All footwear must meet the work, health and safety requirements of the service and be conducive to active participation with the children and young people.

Cooks or kitchen staff engaged solely in the preparation of food for children and young people attending the service and who do not directly supervise children and young people, will be required to wear enclosed toe protective footwear at all times. Consideration should be given to non-slip nature of the shoe. All footwear must meet the work, health and safety requirements of the service appropriate for working in a kitchen.

Personal Safety

Educators or other staff with long hair are required to secure their hair and tie it back when working with the children and young people and/or handling and preparing food.

Work, health and safety requirements must be considered when determining if excessive jewellery, jewellery, body piercings and/or other accessories worn by educators are appropriate when working with children and young people. Educators will be encouraged to:

- Wear small sleeper or stud type earrings; and

- Minimise the wearing of large or protruding rings; and
- Minimise the wearing of long, dangly necklaces; and
- Minimise the amount of jewellery worn when working with the children and young people.

To ensure their safety and that of the children and young people and colleagues, educators are requested to maintain their fingernails at a safe and workable length and to minimise any nail decorations and/or embellishments.

Personal Appearance

Educators are expected to maintain a high standard of personal care, ensuring that their:

- Hair is clean and tidy;
- Personal hygiene includes deodorant and/or antiperspirant;
- Choice of clothing is laundered and kept in good repair.

The service acknowledges the educator's' right to individual cultural and creative expression through piercings (facial, tongue or body) and/or tattoos however, there is an expectation for educators to ensure that:

- All piercings comply with the service's work, health and safety requirements; and
- Tattoos visible to children and young people and families are non-offensive.

In Summary - the dress code for educators is as follows:

- Uniform Shirt.
- Plain black shorts, full length pants, $\frac{3}{4}$ pants or leggings (no coloured side stripes) or black knee length skirts. It is recommended that staff wear practical, casual clothes that they are able to move in. Black jeans are acceptable but must be clean and appropriate for work with no fraying, holes or inappropriate printed language
- Uniforms must be appropriate for working with children and young people and our sun smart policies i.e., no exposed midriffs, covered shoulders, mid –thigh length or longer shorts or pants. Keep in mind that activities may involve running, stretching or sitting on the floor for example.
- A Bulimba OSHC logo fleece jumper in winter.
- All clothing to be clean and in good repair. Clothes and shoes that are threadbare or have tears or holes in them are not acceptable.

- Long hair is to be neat and tidy and tied back.
- Dangling jewellery including body piercings that may be pulled by the children and young people and provide a hazard and cause potential injury are not to be worn.
- Tattoos that have offensive language or depiction of violence or images not suitable for children and young people to see must be covered at all times.
- Shoes must be fully enclosed to meet workplace health and safety requirements.
- A brimmed hat is supplied and must be worn at all times outside and on excursions to model safe sun practices to the children and young people.
- Sunscreen will be provided at the centre for all staff to use and this should be worn at all times when outdoors.
- Your correct name tag should be worn at all times.

Employee Entitlements

- Full time/part time educators working more than 25 hours per week will be supplied with: 3 shirts, 1 jumper and 1 hat;
- Casual educators will be supplied with 1 shirt, 1 jumper and 1 hat;
- Pregnant employees are able to purchase larger garments that are similar to the uniform dress standards; and
- Staff may purchase extra uniform garments at their own cost.

Employees Leaving

- Uniforms supplied by the Service remain the property of Bulimba P&C Association and upon termination of employment the uniform must be returned in full on or before the last day of employment;
- Old or damaged uniform items should not be given to charities, other people or organisations but should be returned to the coordinator for disposal.
- If all uniform items are not returned on or before the last day of employment, the employee by signing this policy, agree that the cost of the uniform will be deducted from their final pay as follows: Bulimba OSHC Red Shirt \$28ea, Bulimba OSHC Fleece Jumper \$33ea and Hats \$7ea.

References

Tablelands Regional Council. (2014, December). Staff Uniform and Presentation Policy. Retrieved from Tablelands Regional Council:

<http://www.trc.qld.gov.au/sites/default/files/Staff%20Uniform%20and%20Presentation%20Policy.pdf>

University of Wollongong. (2014, February). Educator Dress Code Policy. Retrieved from UniCentre - University of Wollongong:

<http://unicentre.uow.edu.au/content/groups/public/@web/@unic/@mrkt/documents/doc/uow146232.pdf>

Section	Revision date
Written	August 2012
Last Reviewed / amended	January 2024

8.23 Educator Interactions with Families - Professional Boundaries Policy

The service acknowledges that throughout the course of providing education and care to children and young people, educators develop trusting and supportive relationships with families. These relationships have been known to extend beyond the professional boundaries of the service. This policy outlines the procedure for managing the connection between professional boundaries and personal relationships to ensure the safety and wellbeing of all stakeholders.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Child Protection Act 1999 and Regulations 2000*
- *Duty of Care*
- *Code of Conduct*
- *NQS Area: 4.2.1; 5.1.1; 5.2.3; 7.1.2; 7.3.*
- *Policies; 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.9 – Employee Code of Conduct, 8.10 – Employee Orientation and Induction, 8.14 – Employee Online Social Networking, 9.3 – Communication with Families,*

Procedures

Educators who are personally friendly or are in existing relationships with family members of children and young people who attend the service (such as brother, sister, aunt, uncle, etc.) shall declare such relationships to the P&C Services Manager and Coordinators so that professional boundaries and expectations can be clarified.

On occasion, educators may be requested by families to attend personal events (such as birthday parties) or to provide services for their children and young people such as babysitting. To this end, the following protocols shall apply:

- Educators who are requested to attend personal events or to provide services (such as those mentioned above) will be required to disclose these to their employer (date, location and time) and whether they choose to attend.
- It is the Educators responsibility to ensure it is made clear to the parents that any employee/employer arrangements made between an educator and the family shall be completely independent of the relationship between the service and the employee.

- The conduct of the educator is not guaranteed by the service for any work conducted outside of the service. This includes references to suitability checks and employment history.
- The Coordinator or Assistants cannot approach staff on behalf of parents with requests to babysit, or be a facilitator in arranging babysitting for parents, or provide the contact details of staff to parents for this purpose.
- The service management discourages educators from babysitting privately for families and will not be held accountable for the conduct of staff members if a private arrangement has been made.
- Educators will be cautioned about taxation and income declaration implications should the engagement of services involve payment.

Families may be provided with information (by way of fact sheet) about child grooming to ensure they are able to make an informed decision. This may include undertaking independent suitability checks.

Families will be encouraged to use reputable babysitting/child minding agencies to provide such services should they need care outside of service operating hours.

References

<http://www.health.gov.au/internet/publications/publishing.nsf/Content/drugtreat-pubs-front11-fa-toc~drugtreat-pubs-front11-fa-secb~drugtreat-pubs-front11-fa-secb-2~drugtreat-pubs-front11-fa-secb-2-3>

<http://careers.socialworkers.org/documents/Professional%20Boundaries.pdf>

Section	Revision date
Written	November 2015
Last Reviewed / amended	January 2024

8.24 Equal Opportunity and Anti-Discrimination Policy

The service works to ensure that all decisions made promote equality of opportunity for everyone by protecting them from unfair discrimination in certain areas of activity, and from sexual harassment and certain associated objectionable conduct. This document details the procedures and steps taken to promote both equal opportunity and anti-discrimination in the workplace.

Relevant Laws and other Provision

The laws and other provisions affecting this policy include:

- *Anti-Discrimination Act 1991 (QLD)*
- *NQS Area: 4*
- *Policies: 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.5 – Volunteers, 8.7 – Workplace Harassment and Bullying, 8.10 – Employee Orientation and Induction, 8.19 – Employee Counselling and Disciplinary Procedures.*

Procedures

In accordance with the Anti-Discrimination Act 1991 (Qld) the prohibited grounds of discrimination on the basis of certain attributes includes discrimination on the basis of the following attributes:

- sex;
- relationship status;
- pregnancy;
- parental status;
- breastfeeding;
- age;
- race;
- impairment;
- religious belief or religious activity;
- political belief or activity;
- trade union activity;
- lawful sexual activity;
- gender identity;
- sexuality;
- family responsibilities;
- association with, or relation to, a person identified on the basis of any of the above attributes.

When making decisions in regards to the workplace and workers, the executive and managers will demonstrate thoughtful decision making processes to minimise the potential for discriminatory practices of either a direct or indirect nature.

The executive and managers will ensure that all workers are treated on an equal opportunities basis having regard to the need and capacity of the business and any unreasonable hardship that may result as either an intended or unintended outcome of decisions.

Section	Revision date
Written	August 2017
Last Reviewed / amended	January 2024

8.25 Payment of Employees Policy

The Approved Provider as the employer acknowledges the importance of ensuring that employees receive their correct payment of wages in a timely and efficient manner.

Relevant Laws and other Provisions

- *Relevant Awards including:*
 - *Parent and Citizens Association Award – State 2016*
- *Fair Work Act 2009*
- *Policies: 8.3 - Recruitment and Employment of Educators, 8.11 - Employee Leave Policy, 8.12 -Employee Performance Monitoring, Review and Management*

Procedures

Award compliance

A current copy of the relevant award shall be available at the service in a location accessible to employees.

All minimum conditions prescribed under the award shall be complied with.

The service may seek membership with an appropriate advisory body in dealing with industrial relations matters.

Payments to employees

Employees will be required to submit a timesheet for approval to the employer.

Incomplete and inaccurate timesheets will not be approved and the employee will be requested to rectify the oversights within a reasonable timeframe.

Intentionally inaccurate timesheets may be considered fraudulent when hours claimed to have been worked, have not been worked.

Claims for additional hours must be approved by the employer prior to being worked, other than in the event of an emergency or unforeseen event such as a parent being late to collect a child

Section	Revision date
Written	August 2017
Last Reviewed / amended	January 2024

8.26 Employee Remuneration and Entitlement Policy

The Approved Provider recognises the value of a high quality workforce and acknowledges the contribution that pay and conditions have on employee satisfaction and performance. The Approved Provider/Employer will ensure that all employees are appropriately remunerated and receive entitlements in accordance with conditions that are no less than those prescribed in the relevant award.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- Family and Child Commission Act 2014
- *Relevant Awards including:*
 - *Children and young people's Services Award 2010*
 - *Parents and Citizens Associations Award – State 2016*
 - *Education Services (Schools) General Staff Award 2010*
- Working with Children and young people (Risk Management and Screening) Act 2000 and Regulations 2011
- *NQS Area: 4.2.1; 7.1; 7.3.1, 7.3.2, 7.3.3, 7.3.5.*
- *Policies: 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.18 – Employee Retention Policy, 10.1 – Quality Compliance, 10.6 – Service Supervisor Certificate Policy, 10.5 – Approval Requirements under Legislation, 10.9 – Information Handling (Privacy and Confidentiality).*

Procedures

Award compliance

A current copy of the relevant award shall be available at the service in a location accessible to employees.

All minimum conditions prescribed under the award shall be complied with.

The service may seek membership with an appropriate advisory body in dealing with industrial relations matters.

Negotiated above award conditions

To ensure the Approved Provider is able to provide a competitive employment arrangement recognising outstanding and/ or exemplary performance including the capacity to retain qualified, experienced and skilful employees, as the employer, they may enter into negotiated arrangements with above award conditions for employees. In making such a decision, the employer will consider:

- Performance;
- Experience;
- Qualifications;
- Skills and knowledge;
- Efforts;
- Quality;
- Client satisfaction;
- Compliance history;
- Business, educational and change leadership; and
- Innovation and strategic planning

Entitlements and allowances management

Employees shall be paid entitlements and allowances in accordance with the Award. Employees shall be required to submit an entitlement and allowance claim form with their timesheet in the relevant pay period

Section	Revision date
Written	August 2017
Last Reviewed / amended	January 2024

8.27 Employees Working from Home

On occasions, employees may be provided with the opportunity to complete administrative, clerical or computer-based work from their own home. The provision of this flexibility will be at the discretion of the Approved Provider. Employees offered work from home duties must complete a relevant assessment to ensure the work environment and practices support the health and safety of the employee.

The employee will be supervised remotely by their manager, and this could include video teleconference, emails or phone calls to update on progress and report any critical information. The employer recognises their duty to ensure all workers, including those working from home are protected from harm as so far as reasonably practicable.

Where the employee cannot fulfil the requirements to work from home safely or productively, the opportunity will be withdrawn.

Relevant Laws and other Provisions

- Work Health and Safety Act 2011
- National Quality Standard, Quality Areas:
- 4 - Staffing arrangements
- 7 – Governance and leadership

Relates policies: 6.3 Workplace Health and Safety, 8.9 Code of Conduct, 8.17 Fit for Work, 10.8 Information Handling (Privacy and Confidentiality), 10.9 Risk Management and Minimisation.

Auxiliary Documentation

Working from Home WHS Checklist

Procedures

Steps to consider before allowing work to be conducted at home:

- Is it appropriate for the worker to work from home?
- Has an assessment (WHS checklist) been completed before the worker has commenced working from home?
- Have risks been identified? Have suitable control measures been adopted to address these risks?
- Does the worker have an understanding of the policies and safe operating practices?
- Does the worker have adequate equipment and resources to work from home without risk to health?

Only if the Approved Provider is satisfied all conditions have been met will the employee be provided with approval to work from home.

Managing Electrical Risks

All electrical appliances (computers, printers etc.) have a risk of causing injury. The Approved Provider may not have the capacity to provide devices for each employee. Therefore, employees will have an opportunity to use their personal device for some aspects of their work.

When using devices for work, the employee is to reduce the risk of electric shock by ensuring their equipment is in good repair and working order. The home will need to have an electrical safety switch (RCD) installed. These have been compulsory in Qld since 1992. Power boards must not be overloaded with double adapters or (an) additional power board/s.

Ergonomic Risks

Poor posture and repetitive movements can cause soft tissue injuries. Employees must take a proactive approach to ensure they are well positioned while completing clerical/administrative duties. The WHS checklist must be completed to ensure the workstation is designed in a way that supports employees to be protected from physical injury. Employees should have:

Chair and desk	Feet on the floor or footrest Back supported Arms, neck and shoulders should be in a comfortable position
Keyboard and mouse	Be positioned in front of the worker so that their wrists can be kept in a neutral position Remain relatively stable during operation
Monitor	Placed directly in front of the worker and positioned approximately an arm's length away Worker's eye level should fall within the top third of the screen when the worker is looking straight ahead The screen should be placed in a location that reduces glare

Emergency Supports

The employee must have adequate access to medical and emergency assistance, such as a fire or medical incident. This should include:

- First aid kit
- Smoke alarm
- Emergency fire equipment (extinguisher or blanket)
- Clear and unobstructed exits
- Communication equipment (including phone numbers/details)

Work Practices

Workers should:

take regular breaks to reduce fatigue (i.e., standing at least every hour)

understand manual handling techniques

have support available to manage stress (can contact manager)

Employees working from home will be able to address any safety issues with their manager or the Approved Provider at any time. Employees must continue to monitor for safety issues and report these immediately to their manager for resolution.

While working from home, the service’s policies and procedures will apply. Employees must ensure their conduct is consistent with the expectation of the service while working from home.

Section	Revision date
Written	March 2020
Last Reviewed / amended	January 2024

8.28 Transition from Casual Employment Engagement

The Approved Provider recognises its employees, particularly casual educators, may seek to have increased stability of their employment. Likewise, OSHC appreciates the corresponding advantages to the continuity of care and impact on employee wellbeing as a result of a more routine and ongoing employment arrangement.

All requests made to the Approved Provider will be considered on their individual merits and be based on reasonable business needs. The Approved Provider will undertake a fair assessment, balancing employee's wishes and the OSHC business needs when deciding on the feasibility of a transition application.

Relevant Laws and other Provisions

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Industrial Relations Act 2016 (Qld)
- Anti-Discrimination Act 1991 (Qld)
- National Quality Standard, Quality Areas: 4 - Staffing arrangements; and 7 – Governance and leadership.
- Related Policies: *8.3 Recruitment and Employment of Educators*

Procedures

Request to Transition from Casual

1. A casual employee seeking to transition to a part or full-time engagement must make their request in writing (email) to the Approved Provider.
2. The Nominated Supervisor should, without prejudice, support casual employees to submit their request to the Approved Provider for determination.
3. Requests by the employee should include the following details:
 - a. Type of engagement the employee is seeking (part or full-time).
 - b. Where the request is for part-time, the number of hours per week the employee is seeking.
 - c. The reason for the request.

Decision-Making

1. The Approved Provider will acknowledge receipt of the employee's request and communicate potential timeframes for decision-making. The Approved Provider should, unless the

circumstance does not permit, make a determination with 21 days (consistent with flexible work arrangement requests).

2. The Approved Provider in considering the request will assess both merit and feasibility including:

- a. The length of employment.
- b. Level of qualification.
- c. Employee's performance, conduct, and work history.
- d. Financial impact and sustainability.
- e. Impact on rostering and staffing composition.

3. The Approved Provider may:

- a. grant the request
 - i. in full;
 - ii. in part (offering a fixed-term contract or fewer hours than requested); or
 - iii. subject to condition (such as a change in responsibilities).
- b. refuse the request (only on reasonable grounds).

4. The Approved Provider will give the employee written notice of the decision including the reasons for the decision, where relevant.

Offer to Transition from Casual

1. The Approved Provider recognises an obligation to assess and offer a transition from casual to permanent employment where there is capacity to accommodate ongoing stability.
2. The Approved Provider is committed to review the capacity for permanency where there has been regular and systematic employment of educators demonstrated sound performance.
3. The Approved Provider is committed to consultation around any significant workplace changes and will communicate relevant considerations - gathering employee's perspectives in making employment decisions regarding current employees.
4. Casual employees will not be compelled towards accepting a permanent role. However, they may be asked to confirm their preferred engagement as being casual, if they choose to continue their employment under these terms.

Conflicts of Interest

Where a conflict exists between the Approved Provider and the employee, in relation to a request detailed in Policy 8.28, then the relevant procedures in Policy 8.3 *Recruitment and Employment of Educators* will be followed

Section	Revision date
Written	September 2020
Last Reviewed / amended	January 2024

8.29 Working with Children Check (Blue Card) Management

The service must ensure individuals associated with the operations and working directly with children and young people hold a positive notice (or exemption) Blue Card (Working with Children and young people Check). The service will maintain records to ensure the probity of all relevant persons and compliance with statutory obligations.

Relevant Laws and other Provisions

- *Working with Children and young people (Risk Management and Screening) Act 2000*
- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *A New Tax System (Family Assistance) Act 1999 (Cth)*
- *Australian Government Child Care Provider Handbook*
- *National Quality Standard, Quality Areas: 1 – Educational program and practice; 2 – Children and young people’s health and safety; 3 – Physical environment; 4 - Staffing arrangements; 5 - Relationships with children and young people; 6 - Collaborative partnerships with families and communities; and 7 – Governance and leadership.*
- *Related Policies 2.2 Statement of Commitment to the Safety and Wellbeing of Children and young people and the Protection of Children and young people from Harm, 8.3 Recruitment and Employment of Educators, 8.5 Volunteers, 10.1 Managing compliance with the National Quality Framework (NQF), 10.32 Appropriate Governance.*

Procedures

Positive Notice Requirements for Employees, Volunteers and Governance

All employees, volunteers and executive members (Approved Provider members) of management must hold a current and valid Positive Notice for Child Related Employment Blue Card before starting any engagement.

As of 31 August 2020, prospective paid employees will not be engaged to work at the service without being in receipt of a current blue card. Evidence of a valid card must be submitted to the service before being engaged in any employment.

Linking Blue Cards to the Organisation

All individuals requiring a Blue Card will be linked to the organisation. Once set-up with an Organisation Portal, the Approved Provider or Nominated Supervisor will be able to link an employee to the organisation. **This must be done prior to starting at the service.**

The Approved Provider will be responsible for allowing and managing Organisation Portal Access.

Blue Card Portal for Businesses

The organisation will utilise the Blue Card online Portal for businesses to ensure all employees are linked to the organisation. The portal will also be maintained to ensure all current employees' blue cards up in date.

Blue Card Register

A blue card register will be maintained at the service containing the copies of blue cards of all employees, volunteers and executive members of management. The register will be referred to by the Nominated Supervisor/Administrator on a regular basis to track expiry dates.

Renewal Monitoring

The Nominated Supervisor will confirm the upcoming Blue Card expiries on the first day of each month. By using either the Organisation Portal or phoning Blue Card Services (1800 113 611) all Blue Card with expiries within the next 8 weeks will have the renewal status confirmed. As long as an individual submits their renewal application before their current card expires, they will be able to continue in their relevant role.

Police History Changes

It is no longer a requirement for organisations to notify Blue Card Services of employee policy history changes, Blue Card Services will notify Employers when appropriate.

Exiting Employees and Volunteers

The Nominated Supervisor (or where relevant, the Approved Provider) will notify Blue Card Services when a person leaves their engagement with the service via the Organisational Portal (or other appropriate means in the absence of portal access)

Section	Revision date
Written	September 2020
Last Reviewed / amended	January 2024

Policy Group 9 - Family and Community

9.1 Access Policy

The Service is available to all Bulimba State School primary school age children and young people and is primarily for those whose parents work or study or require additional support. The program is designed to include children and young people irrespective of backgrounds e.g., cultural, religious, gender, disability, marital status and income. All areas/members of the community are respected, valued, catered for and encouraged to be involved in the operation of the Service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Australian Government Child Care Service Handbook*
- *Duty of Care*
- *NQS Area: 1.1.5; 3.1.3; 4.2.1; 6.1.1, 6.1.3; 6.3.1,6.3.3; 7.1.1; 7.2.1; 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.11 – Including Children and young people with Special/Additional Needs, 9.2 – Enrolment, 9.3 – Communication with Families.*

Procedures

The service and its employees will promote equality, cultural diversity and will be actively encouraged to understand individual children and young people's backgrounds and provide opportunities being sensitive to their needs.

To enable children and young people with special/additional needs to attend, the service will facilitate access to inclusion and support assistance as necessary.

To enable children and young people to participate in the range of activities at the Service, the Coordinator will invite and encourage all parents/guardians and their child to meet/communicate with educators regularly to review and evaluate how the Service is meeting the needs of the particular child.

Priority for places at the service is given to primary school age children and young people between Prep and Grade 6.

The Bulimba P&C Services Manager has the discretion to approve access for children and young people who are not children and young people currently attending Bulimba State School in special circumstances e.g., primary school aged siblings, children and young people of staff.

If demand for places provided at this service exceeds approved places, priority of access will be given based on guidelines provided by the Department of Education Children and young people's Services Handbook (<https://www.education.gov.au/priority-allocating-places>):

- Priority 1 - A child at risk of serious abuse or neglect
- Priority 2 - A child of a single parent who satisfies, or of parents who both satisfy, the work, training, study test under section 14 of the A New Tax System (Family Assistance) Act 1999
- Priority 3 - Any other child

Within these main categories priority should also be given to the following children and young people:

- Children and young people in Aboriginal and Torres Strait Islander families
- Children and young people in families which include a disabled person
- Children and young people in families which include an individual whose adjusted taxable income does not exceed the lower income threshold, or who or whose partner are on income support
- Children and young people in families from a non-English speaking background
- Children and young people in socially isolated families
- Children and young people of single parents.

A priority 3 child will only be asked to vacate a place to make room for a child with a higher priority if:

- The family has been notified of the priority of access requirements and that your service follows this policy when the child first entered care; and
- The family is given at least 14 days' notice of the need for the child to vacate the place.

Section	Revision date
Written	December 2007
Last Reviewed / amended	January 2024

9.2 Enrolment Policy

The service acknowledges its duty to ensure accurate and relevant information relating to the specific needs of each child is recorded and available. The service enrolment process upholds its responsibility to obtain information in relation to the provision of quality education and care.

In addition to collecting enrolment information, the entry of a family into the service is supported by a welcoming orientation process. The service recognises that this is a critical step in forming a collaborative partnership with parents, children and families. The service is committed to ensuring families are provided with relevant information and knowledge to the service's program, routines, policies and practices.

Accessing sessions of care is a two-part process, complemented by the opportunity to access Child Care Subsidy payment for those entitled. Enrolment is the first step for families. Once enrolled, families can then book sessions of care. In a practical sense, the request for bookings may be submitted concurrent with enrolment, however, these are distinct processes and enrolment must be finalised before education and care can be provided.

Key Tasks and Responsibilities

Managing Enquiries	The Nominated Supervisor will communicate the enrolment procedures and requirements to families.
Enrolment acceptance	The Nominated Supervisor will review enrolment information and assess the need for additional information and supporting documents. Once the Nominated Supervisor is satisfied of the service's capacity to care for the child and all relevant information is submitted, they can communicate acceptance to the parents.
Orientation	The Nominated Supervisor will implement an appropriate orientation process which includes the provision of a Family Handbook to inform families of the service's policies and procedures and key practices related to their child's participation and engagement in the service.
Record Keeping	The Nominated Supervisor is responsible for managing the collection, storage and maintenance of enrolment records, including authorisations and health information.

Procedures

OSHC Enquires

The Nominated Supervisor, Coordinators and Administration Coordinator are the key contacts for parents interested in accessing and enrolling into the service. All new parents and families will be invited to meet with the Nominated Supervisor (or other delegates listed above) to discuss the service's operations and program before commencing with the service.

Families wishing to enrol their child/ren into the service will be provided with a summary of relevant information about the service, which will outline key information for families when using the service. Families will be directed to information on how they can begin the enrolment process or ask further questions.

Applying for Service Enrolment

The enrolment process will commence when a new parent submits an enrolment form. The enrolment form **must be completed in full** and contain the following for **each** child requesting the service provide education and care for.

The enrolment form is accessed via email from the service. All enrolments are taken via the Xap online platform.

Details to be completed are:

- o Full name, date of birth and address of the child.
- o Gender of the child.

o Name, address and contact details of:

- o **each** known parent of the child.
- o any person who is to be notified of an **emergency** (if any parent cannot be immediately contacted).
- o any person who is an **authorised nominee**¹.
- o any person who is authorised to consent to **medical treatment or medication**.

- o Details of any court orders, parenting orders² or parenting plans³ relating to powers, duties, responsibilities or authorities of any person in relation to the child or access to the child; or details of any other court orders relating to the child's residence or the child's contact with a parent or other person.

- o Language used in the child's home.
- o Cultural background of the child and, if applicable, the child's parents.

- o Any special considerations for the child, for example any cultural, religious or dietary requirements or additional needs.
- o Details of any dietary restrictions for the child.

- o Health and medical information (Regulation 162) including the name, address and telephone number of the child's registered medical practitioner or medical service.
- o if available, the child's Medicare number.

- o Any **medical management plan, anaphylaxis medical management plan or risk minimisation plan** to be followed with respect to a specific healthcare need, medical condition or allergy referred to above

- specific healthcare needs of the child, including any medical condition.
- allergies, including whether the child has been diagnosed as at risk of anaphylaxis

- o The immunisation status of the child⁴.

Agreement to the terms and conditions of enrolment, include authorisation for staff/service to:

- o Obtain medical treatment from a medical practitioner, hospital or ambulance, and
- o Transport a child by an ambulance.

¹**Authorised nominee** - means a person who has been given permission by a parent or family member to collect the child from the education and care service.

²**Parenting Order** - means a parenting order within the meaning of section 64B (1) of the Family Law Act 1975.

³**Parenting Plan** - means a parenting plan within the meaning of section 63C (1) of the Family Law Act 1975, and includes a registered parenting plan within the meaning of section 63C (6) of that Act.

⁴**Sighting Health Record** - where a staff member has sighted a health record, a notation of the sighting.

Accepting An Enrolment

A child's enrolment **will not be accepted** unless all relevant information (as set out above) is completed in full by parents.

Prior to accepting an enrolment, the Nominated Supervisor will consider relevant information, including-

- Consideration of any priority of access or waiting list.
- The capacity and resources available to provide for the safety and wellbeing of the child(ren).
- The information relevant to the service's Infectious Disease policy and the child's immunisation status.
- Submission and refusal of authorisations as set out in the Acceptance and Refusals of Authorisations policy.

Additional Health or Medical Needs

Where enrolment records indicate a child has a relevant health or medical condition The Nominated Supervisor is to contact parents to coordinate obtaining/creating relevant plans set out in Children with Medication Conditions policy (management, risk-minimisation and communication plans).

Once the Nominated Supervisor is satisfied all enrolment information is submitted and the service can safely and adequately educate and care for the child(ren), parents will be informed of the accepted enrolment via email. Typically, confirmation of bookings is acknowledged concurrent with enrolment and communication will confirm the child's first attendance.

Conditions of Enrolment

The conditions of a family's OSHC enrolment are structured to safeguard the child and foster a supportive and transparent partnership between the service and the family. Continued enrolment is subject to adherence to relevant conditions, including but not limited to—

- Supply of relevant information and authorisations, and
- Following the policies of the service, including—

payment of fees,

observing operational hours and communication requirements,

respecting protocols for sick children, and
the behaviour of children and parents.

Where a family does not adhere to these requirements, the service may suspend or cease enrolment. Any decision to suspend or cease enrolment is treated seriously and will be provided in writing, including setting out any matters required for re-enrolment.

Child Care Subsidy Enrolment (CCS Claim)

It is the responsibility of the parents to make a claim for CCS. The claim for CCS is initiated via either MyGov or Centrelink. Further information and guidance about submitting a CCS claim can be found at the Services Australia website.

The process for making a CCS claim involves communication between the family, the service and Centrelink/Department of Human Services. To ensure funds are applied in a timely manner, it is important parents respond to relevant communication.

Completing the Complying Written Arrangement (CWA) is a critical step and is the agreement on the pattern of care booked. The date the CWA is agreed to will be the start date of CCS enrolment. Once the CWA is signed, the enrolment will need to be confirmed through MyGov as well. The CWA is signed via the Xap app.

Entitlements and details of absences are set out in the family's statement (see – [Example 7.4 Fees and Statements](#))

Record Keeping and Confidentiality

All enrolment records will be stored securely as outlined in the 7.2 Privacy and Confidentiality of Records policy. All information is only to be used for the purpose of which it is obtained. To remove any doubt, parents may access their enrolment information at any time.

Service Orientation

Understanding of the service's environment, routines, care and education practices are important for new families. When a new enrolment is accepted, parents should familiarise themselves with the Parent/Family handbook. Should the parents wish to visit the service, the Nominated Supervisor or Coordinator will coordinate a suitable time. During a visit the service will—

- Explain the routine and program.
- Indicate key facilities like toilets etc.
- Explain the roles and responsibilities communicating with the service and collecting children.
- Discuss and medical or additional needs, and/or individual considerations to support the child.
- Answer any questions or concerns.

During a child's first attendance at the service the Nominated Supervisor/Responsible Person will sensitively support and welcome the child and take time to demonstrate the service's expectations, routines and facilities (including access to toilets, personal items, food, water etc.) in a manner that appreciates the child's needs and preferences. At the start of the year when cohorts of children are commencing, orientation steps may be completed in large groups.

Bulimba State School OSHC facilitates a Prep Orientation Program in the January Vacation Care each year to welcome new preps and their families and sensitively transition them to life at school and OSHC. The program is facilitated by the Program Coordinator and dedicated Educators to ensure continuity for the new preps and their families.

The service recognises that starting at OSHC can be a significant step for some children. In acknowledging children wellbeing, an important orientation step will be showing children who they can approach and talk to if they have a concern or question (typically the Nominated Supervisor or Responsible People). All educators will ensure children are supported and welcomed, especially as they develop their engagement and orientation into the service.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.167 Offence relating to protection of children from harm and hazards
 - s.171 Offence relating to direction to exclude inappropriate persons from education and care service premises
 - s.175 Offence relating to requirement to keep enrolment and other documents
- **Education and Care Services National Regulations:**
 - R.90 Medical conditions policy
 - R.92 Medication record
 - R.158 Children's attendance record to be kept by approved provider
 - R.160 Child enrolment records to be kept by approved provider and family day care educator
 - R.161 Authorisations to be kept in enrolment record
 - R.162 Health information to be kept in enrolment record
 - R.168 Education and care service must have policies and procedures
- **National Quality Standard, Quality Areas:**
 - QA1 – Educational program and practice
 - QA2 – Children's health and safety
 - QA3 – Physical environment
 - QA4 – Staffing arrangements
 - QA5 – Relationships with children
 - QA6 – Collaborative partnerships with families and communities

- QA7 – Governance and leadership

Additional Regulatory Context and Guidance

- Department of Education - [Child Care Provider Handbook](#)
- Privacy Act 1988 (Cth)/ Information Privacy Act 2009 (Qld)

Section	Revision date
Written	December 2007
Last Reviewed / amended	January 2024

9.3 Communication with Parents Policy

The Service encourages communication with and participation by the parents/guardians because it enhances the service we provide. Parents are welcome to attend Bulimba State School Outside School Hours Care or talk to staff during operation. We encourage parents to voice any concerns in a way that will assist us to provide a better service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Child Care Act, 2002 (ss. 75, 9)*
- *Privacy Act 1988 and Regulation 2013*
- *QA Principles 3.1, 4.4, 5.1, 6.1, 7.3, 8.3, 8.6*
- *Policy 4.2 - Infectious Diseases Policy, 4.6 - Medication Policy, 5.2 - Food & Nutrition Policy, 9.2 - Enrolment Policy, 9.5 - Complaints Handling Policy*

Procedures

For new families at the Service, the first point of contact will be the Coordinator, who will meet with the parents/guardians and the child to discuss the Service and the child's needs and to answer any questions.

On Enrolment, a Family Handbook will be provided as part of the Service enrolment package. The information contained in this handbook is based on the Service policies and procedures and should be used as a reference.

Parents/guardians will have access to meet with the Coordinator by appointment, to discuss any issues or concerns with respect to their child and/or Bulimba State School Outside School Hours Care. Information is available to families about their child which includes documentation of their child's learning, development and participation in the program.

Information provided by families relating to their child's participation in the program will be documented and stored as appropriate.

Before entering the premises, all persons need to be identified by the Coordinator or other educators. An approved person is a person who has been given permission by the parent/guardian, Coordinator/educators or P&C Executive.

The Coordinator will treat all enquiries and concerns, and the persons making them, seriously and with respect and will endeavour wherever possible to answer questions and provide required information.

Any deficiencies in Bulimba State School Outside School Hours Care which are identified through this process and can be rectified will be taken into account by modifying or enhancing these Policies and Procedures, or the program, as appropriate.

The Coordinator may refer families to information relating to appropriate community support and resource agencies that are accessible and available at the parent sign in/notice board area.

Information for parents will also be communicated through:

- Regular OSHC updates on the OSHC social media pages of Facebook and Instagram;
- School newsletter inserts;
- Updates on school P&C website;
- Notices written by the staff, and approved by the P&C Services Manager, being given to parents/guardians when there are matters of changed policy and it is important for the changes to be communicated before the next newsletter.
- Notice boards around the school and service.
- Verbal communication.
- Monthly open P&C meetings where all parents are invited to attend.
- Parent information evening for interested perspective parents for following year.

Section	Revision date
Written	December 2007
Last Reviewed / amended	January 2024

9.4 Communication with Community Policy

The Service recognizes and acknowledges the importance of its local community and seeks to act as a responsible neighbour and community member, both in the interests of its community and of enhancing the experience of children and young people as members of the community.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Privacy Act 1988 and Regulation 2013*
- *NQS Area: 6.2.2, 6.3.1, 6.3.3, 6.3.4; 7.3.1, 7.5.1.*
- *Policies: 8.14 – Employee Online Social Networking, 9.5 – Complaints Handling, 9.6 – Communication with Families, 9.7 – Community Engagement.*

Procedures

The P&C Services Manager and Coordinator are responsible to ensure that Bulimba State School Outside School Hours Care holds current contacts and information on relevant community resources, and that educators are made aware of them through regular staff meetings and the Educator Handbook.

The family Handbook makes it clear that families have access to information on relevant community resources for their children and young people, and the Coordinator ensures that they are indeed available on request by parents/guardians.

The P&C Services Manager and Coordinator will ensure that the surrounding neighbours (including businesses) of Bulimba State School Outside School Hours Care are invited to attend at Bulimba State School Outside School Hours Care on a regular basis to obtain any information, provide any feedback on the operation of the Service as a responsible neighbour, and to explore any ways in which stronger community links can be built.

Members of the community will have free access to meet with the P&C Services Manager and Coordinator by appointment (provided that parents and children and young people of Bulimba State School Outside School Hours Care are the greater priority), to discuss any issues or concerns with respect to the Bulimba State School Outside School Hours Care.

The Coordinator will treat all enquiries and concerns, and the people making them, seriously and with respect and will endeavour wherever possible to answer questions and provide required information.

Any deficiencies in Bulimba State School Outside School Hours Care which are identified through this process and can be rectified will be taken in to account by modifying or enhancing these Policies and Procedures, or the program, as appropriate.

Section	Revision date
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9.5 **Complaints Handling Policy**

The service recognises feedback and complaints can be essential to ensuring a high standard of education and care is provided to children and young people accessing the service as well as the broader community. These mechanisms inform quality improvement practices, promote inclusive access to services required to meet the needs of individuals and uphold the rights of children and young people and families.

The service acknowledges the right of children and young people, parents, and others to raise a complaint about any issues that impact the service delivery or the quality of care provided. All individuals will be provided with accessible complaint procedures and information on opportunities to raise a complaint.

Concerns held by stakeholders can range in their level of severity/seriousness. The service's policy reflects this, recognising that **feedback** can be either positive, affirmative communication or alternatively observations about possible suggestions or improvements, whereas **complaints** are a more serious view that something is unsatisfactory or unacceptable. The service is committed to ensuring all claims are handled in a manner consistent with principles of natural justice. Individuals should be free to raise a complaint without fear of retribution or victimisation. The Approved Provider is committed to leading a culture that reflects an openness to address concerns held by stakeholders in a fair and reasonable manner.

The Approved Provider also recognises their duty to comply the *Human Rights Act (Qld) 2019* and when relevant follow Departmental policy in handling complaints relating to potential violations of any human right, additionally the Approved Provider recognises duties to comply with *Education and Care Services National Regulations 168 (2)(o) and 173(2) b*.

Relevant Laws and other Provisions

- *Education and Care Services National Law Act 2010 and Regulations 2011*
- *Human Rights Act (Qld) 2019*
- *Australian Government Department of Education Child Care Provider Handbook*
- *National Quality Standard, Quality Areas:*
 - *1 – Educational program and practice*
 - *2 – Children and young people's health and safety*
 - *4 - Staffing arrangements*
 - *5 - Relationships with children and young people*
 - *6 - Collaborative partnerships with families and communities*
 - *7 – Governance and leadership*

Related Policies

- 2.2 *Statement of Commitment to the Safety and Wellbeing of Children and young people*
- 8.6 *Employee and Volunteer Grievance*
- 9.2 Enrolment and Orientation
- 9.3 Communication with Families
- 9.4 Communication with Community
- 10.32 Appropriate Governance
- 10.35 Promoting and Protecting Human Rights

Procedures

Children and young people

1. Children and young people should be supported to express and raise concerns freely. Sensitivity may be required to fully understand the Children and young people's perspectives and interests. Educators should demonstrate proactive openness to hear and understand the concerns and feedback raised by children and young people.
2. All issues and concerns expressed by children and young people will result in support and guidance by Educators, who will seek a timely and fair resolution.
3. Educators will communicate resolved and unresolved concerns to the Nominated Supervisor.
4. Where a resolution isn't immediately found, educators will model constructive behaviours and skills by assisting children and young people to define the problem, its cause, discuss options and solutions, assess strategies and arrive at an agreed course of action.
5. Issues of a serious nature will be dealt with by the Nominated Supervisor and/or Approved Provider and in the appropriate forum.
6. Serious concerns raised by children and young people will be communicated to parents at the earliest possible convenience, ensuring this is completed by the Nominated Supervisor or Responsible Person in Charge within 24 hours.
7. Serious concerns reaching the threshold for complaint may require incident reporting and notification to the Regulatory Authority (see 4.5 *Incident, Illness, Injury or Trauma* policy and 10.33 *Managing Notifications*).

Parents, Stakeholders and Employees

Parents will be advised of the Feedback and Complaints Policy on enrolment. Details will be contained in the OSHC Family Handbook. Information about the name and position of the person to

whom complaints may be directed will be displayed in a prominent location. This will also include their contact information including telephone number and email address.

Feedback

Parent feedback is welcomed and encouraged. Parents are welcome to communicate their feedback constructively at any point. Where concerns cannot be immediately addressed, the Nominated Supervisor will follow up with the parents for discussion and steps to resolution. The person taking the feedback (Nominated Supervisor, educator etc.) should clarify if the person is indeed expressing feedback or if they would like to raise a complaint for further management and/or resolution.

Complaints Process

1. Parents, stakeholders and employees may raise their complaint either verbally or in writing. Any staff member can receive a complaint. Details of the complaint should be directed to the Nominated Supervisor for initial handling.
2. The Nominated Supervisor will be the preferred contact for initial complaints. However, the complainant will have the ability to raise concerns with the Approved Provider directly.
3. The Approved Provider should be the contact for complaints where:
 - a. the complaint is about the conduct of the Nominated Supervisor.
 - b. the complainant is not comfortable to take the complaint to the Nominated Supervisor.
 - c. the complainant is not satisfied with the Nominated Supervisor's handling of the complaint.
 - d. the complaint is regarding a matter of administration, management or governance.
4. Any complaints relating to misconduct of a staff member will be handled in accordance with relevant underperformance or misconduct procedures.
5. All complaints raised are to be documented on the 'Complaints Record' and recorded in the 'Complaints Register'. These records are stored in accordance with the service's information handling policy – securely, maintaining privacy and confidentiality through password protection.
6. The Nominated Supervisor will notify the Approved Provider of any complaints. The Approved Provider and Nominated Supervisor will discuss and plan who is most suitable to fulfil the role of complaint handler. They should be free from bias, impartial, have the capacity to manage the complexity and conflict, and be suitable within the criteria listed above (item 3).

Where a complaint relates to the possible violation or restriction on a **human right**, the Approved Provider will report the details to the Principal for handling. Where the complaint is referred for Departmental handling, the service will be directed by Departmental representatives before proceeding further.

7. Matters of a complaint relating to compliance with the *Education and Care Services National Law and/or Regulations* or the quality of care provided are required to be notified to the Regulatory Authority. If in doubt, a representative should refer to the Regulatory Authority for further guidance and/or assistance.
8. Where the nature of the alleged complaint is suitable to be managed by the Approved Provider (internally), the complaint handler will contact the complainant to discuss (within 48 hours), seeking to identify:
 - a. the nature and details of the complaint
 - b. the resolution sought
9. Where a resolution can be easily addressed, the complaint handler will collaborate an action plan with the complainant and confirm the resolved status of the complaint. These items will be documented by the complaint handler and the complaint will be considered finalised.
10. Where resolution is not easily sought due to:
 - a. strong dispute of the nature of the complaint or objection to the allegations,
 - b. the conclusion will benefit from procedural fairness,
 - c. previous resolutions have been unsuccessful, or
 - d. there is a conflict of interest;

the Approved Provider will take steps to either mediate between the relevant parties (if appropriate) or investigate the matter to conclusion.
11. The complaint handler will notify the complainant of the intention to either undertake mediation or investigation. The complaint handler will also outline anticipated timelines of either process with the complainant at this point. All anticipated timelines should be reasonable in the circumstance.
12. The mediation or investigation may be facilitated by the Approved Provider or outsourced to a third-party. Any mediator or investigator appointed should be free from bias, impartial and have the capacity to undertake the task.
13. Where an investigation is undertaken - the investigator will gather relevant information, including statements from the complainant and/or additional information from relevant parties. The investigator's role is limited to establishing the facts based on the evidence at hand and

the balance of probability. The investigator will report back to the Approved Provider addressing if they have found the allegation to be either be substantiated or unsubstantiated.

14. The Approved Provider will review the findings of any investigation and provide an outcome to the complainant.

15. All finalised documentation and reports will be stored confidentially (*see 10.8 Information Handling (Privacy and Confidentiality)*).

16.

Quality Improvement

The Nominated Supervisor and Approved Provider will review the complaints register periodically to identify opportunities to enhance the quality and address systemic issues not yet identified.

Section	Revision date
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Assess	<p>Serious</p> <p>e.g., alleging the safety, health or wellbeing of a child was or is being compromised; the law has been breached; risk to health, safety and wellbeing of child circumstance.</p>	<p>Moderate</p> <p>e.g., the service has made a commitment to provide a service to families such as homework supervision, the service has not been provided and the family is making a complaint</p>	<p>Minor</p> <p>e.g., the service has incorrectly charged a family for a session of care and accounts are typically correct</p>
Consult			
Report	<p>Consult relevant service policy and procedure (9.5 Complaints Handling)</p>	<p>Consult relevant service policy and procedure (9.5 Complaints Handling)</p>	<p>Consult relevant service policy and procedure (9.5 Complaints Handling)</p>
Respond	<p>Refer the complainant to the service policy and the appropriate person in the organisation to receive the complaint</p>		
Reflect	<p>Immediately to:</p> <p>Nominated Supervisor / Operations Manager</p> <p>Approved Provider</p> <p>Complete relevant service records</p>	<p>Immediately to:</p> <p>Nominated Supervisor / Operations Manager</p> <p>Approved Provider</p> <p>Complete relevant service records</p>	<p>As soon as practical to:</p> <p>Nominated Supervisor / Operations Manager</p> <p>Approved Provider</p> <p>Make a confidential note in an appropriate file</p>
Improve			

<p>Within 24 hours to the complainant a formal acknowledgement of complaint articulating the actions that will be taken to remedy the situation and minimise re-occurrence</p> <p>Notify Regulatory Authority (NL01)</p>	<p>Within 24 hours to the complainant a formal acknowledgement of complaint articulating the actions that will be taken to remedy the situation and minimise re-occurrence</p>	<p>As soon as possible to the complainant notifying of the response and remedy</p>
<p>Reflect on the steps taken above and identify aspects of service delivery that may have contributed to the complaint and ways in which these can be minimised</p>	<p>Reflect on the steps taken above and identify aspects that were effective and also where opportunities for improvement have been identified</p>	<p>Reflect on the steps taken above and identify aspects that were effective and also where opportunities for improvement have been identified</p>
<p>Take immediate action to minimise the circumstances leading to the serious complaint from re-occurrence</p>	<p>Take action to improve areas identified and make records of those actions on the service's quality improvement plan</p>	<p>Take action to improve areas identified and make records of those actions on the service's quality improvement plan</p>

9.6 Family and Community Participation Policy

The Service values the important role that parents and the community take in the overall development, understanding and awareness of children and young people. For this reason, the service shall endeavour to encourage parent participation and engage with the local and wider community in mutually beneficial and supportive relationships in an effort to support children and young people's lifelong learning and recreational enrichment.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Work with Children and young people (Risk Management and Screening) Act 2000 and Regulation 2011*
- *Public Liability Insurance*
- *Family and Child Commission Act 2014*
- *NQS Area: 2.2.2; 2.3.3; 4.2.1; 6.1.1,6.1.2; 6.2.1, 6.2.2; 6.3.1, 6.3.3, 6.3.4; 7.1.5; 7.2.1, 7.2.3; 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 3.5 – Excursions, 8.5 – Volunteers, 9.3 – Communication with Families, 9.4 – Communication with Community, 9.8 – Parent Conduct, 10.9 – Risk Management and Compliance*

Procedures

Families

The Service shall develop and implement strategies and processes that identify:

- Family's skills and interests suitable to the program;
- How such family members involvement will support the overall objectives of the service and in particular program delivery; and
- When such family members skills and interests may be utilized as part of the program throughout the year.

Families will be encouraged to participate in the service through attendance at management meetings and/or service events.

Community

The Service shall develop and implement strategies and processes that identify:

- Accessible Community Resources;

- The methods in which such resources can be utilized e.g., excursions, incursions, support activities etc.
- How such Community engagement will support the overall objectives of the service and in particular program delivery; and
- When such Community resources may be able utilized throughout the year.

The Coordinator, Management and employees shall identify local and wider community resources, where mutually beneficial and supportive relationships require establishment or enhancement.

Families of the service will be encouraged to suggest suitable and appropriate community venues that may be considered for excursions, incursions etc.

Section	Revision date
Written	March 2008
Last Reviewed / amended	January 2024

9.7 Management of Intoxicated or Persons Under the Influence

The following policy and procedure are written and described without prejudice.

On occasion, nominated and/or certified supervisors of the service may need to exercise duty of care in managing particular situations. These occasions as described by such policy may include those in which it is suspected that children and young people may be released into the care of intoxicated or under the influence persons. All persons considered or expected under the influence of drugs, alcohol or other substance that are under the employ (at the time) of the service shall be referred to the "fit for work" policy and procedure. All persons who are not under the current employ of the service shall be requested to follow the policy and procedure as described.

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Work Health and Safety Act 2011 and Regulation 2011*
- *Family and Child Commission Act 2014*
- *Child Protection Act 1999 and Regulation 2000*
- *NQS Area: 2.3.2; 4.2.1; 7.1.1, 7.1.2; 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and young people and the Protection of Children and young people from Harm, 2.4 – Arrivals and Departures of Children and young people, 8.10 – Employee Orientation and Induction, 9.3 – Communication with Families, 9.8 – Parent Conduct.*

Procedures

The family shall maintain the parental responsibility under the relevant acts and provisions to care for their children and young people. In this case the parent shall understand and follow all laws regarding the collection and care of school age children and young people and any individual service laws that they select of their own accord to use.

Should the Coordinator or other senior employee reasonably suspect that the relevant parent, guardian or person authorised to collect the child is under the immediate influence of alcohol, drug or other substance, they shall:

- Make attempt to discuss concerns with parent, guardian or authorised person;

- If not parent, then make attempt to contact parent to discuss concerns;
- Only release the child if required to by law;
- Call the police if an immediate threat to the welfare and wellbeing of children and young people/and or family exists.

Section	Revision date
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Last Reviewed / amended	January 2024

9.8 Family Code of Conduct

The Service strives to provide a safe and healthy workplace for employees and a caring and supportive environment for children and young people and families. The service expectations of family members conduct whilst attending the service are clearly explained in the family handbook and are further supported by this policy.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *NQS Area 6.1.1; 7.1.1; 7.3.2, 7.3.4.*
- *Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and young people and the Protection of Children and young people from Harm, 2.4 – Arrivals and Departures of Children and young people, 7.3 – Harassment and Lockdown, 8.10 – Employee Orientation and Induction, 9.3 – Communication with Families, 9.6 – Parent and Community Participation, 9.7 – Management of Intoxicated or Persons Under the Influence.*

Procedures

Family Members shall be expected to communicate appropriately with all educators whilst dropping off or collecting their children and young people, or other children and young people as permitted to and from the service. This communication also extends to email, text and social media communications.

Appropriate communication shall include, but not be limited to:

- Appropriate Language; and
- Calm and considerate tone.

Family members shall not be permitted to approach and / or discipline verbally or in writing the children and young people/parents/guardians of other families in regard to an incident or interaction at the service. Should a family member have an issue or concern regarding the conduct of another child, family or employee, or an incident which has occurred at the service, they shall follow appropriate grievance procedures as outlined in this manual.

Family members who consistently breach the conduct expected of them whilst engaging with the service may be exposed to appropriate consequences which may result in the suspension /

cancellation of their family's enrolment with the service, at the discretion of the P&C Services Manager or the P&C Association Executive.

The Police may be notified if Family conduct within the service is threatening or violent.

Section	Revision date
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Last Reviewed / amended	January 2024

9.9 Acceptance and Refusal of Authorisations Policy

The purpose of this policy is to set out the comprehensive process for collecting and managing authorisation, especially those that are sensitive to the needs of children and their families. Written authorisations from parents or authorised nominees help to ensure that the health, safety, wellbeing and best interests of all children are met. Through the authorisation process, parents are informed of risks associated with a matter, and can make an informed choice whether or not to proceed.

Required Authorisations

The service will only accept an enrolment for a child where the parent has authorised the service to seek medical treatment for children and transportation by an ambulance service (Regulation 161). A parent failing to submit this authorisation will not have their enrolment progress. Likewise, an enrolment will be cancelled, where the authorisation is retracted.

There is also a responsibility to obtain authorisations from parents, or potentially, an authorised nominee for:

- administering medication to children (Regulation 92 and 96)
- children leaving the premises in the care of the parent or the authorised nominee (Regulation 99)
- excursions (Regulation 102)
- transport provided or arranged by the service (Regulation 102D)
- sharing information or records with others (Regulation 181)

Where an authorisation is a required for a specific action/procedure to occur, the authorisation must be provided in writing before the service can carry out the task, except for emergency medication administration, where verbal consent can be provided (Regulation 93(5)).

Additional Authorisations

From time-to-time, the service may also seek to have informed consent and authorisation for aspects that intersect programming or other elements of education and care (such as displaying photos). The service will make every effort to include families in the decision-making process and provide relevant information to assist in providing an informed decision.

Where there is a service or regulatory requirement for an authorisation, the service will require it in writing. All written authorisations (and/or documented refusals) will be handled in accordance with the service's Privacy and Confidentiality of Records policy and retained with enrolment records.

Refusal of Authorisation

While parents can decide to not provide an authorisation, depending on the nature of the refusal, it may implicate the ability of the service to educate and care for a child. Where a parent refuses authorisation, the service reserves a right to also refuse care.

The service will also maintain their duty for the safety and wellbeing of children. Notwithstanding a parent’s authorisation, if the service believes the action would jeopardise a child’s safety and protection, where it is lawful, they may reserve the ability to refuse the parent’s authorisation (e.g., leaving the service in a dangerous manner).

Key Tasks and Responsibilities

Collecting Authorisation	The Nominated Supervisor is responsible for ensuring all required authorisations have been provided to the service.
Refusing Authorisations	The Nominated Supervisor is tasked with being the primary decision-maker for refusing relevant authorisations on reasonable grounds. Should parents be unsatisfied, they can request review by the Approved Provider.
Maintaining Records	The Nominated Supervisor will maintain the storage of relevant written authorisations.

Procedures

Authorisations for Enrolment

A family’s enrolment is subject to the authorisation for the consent of medical treatment, including transportation via ambulance. No enrolment will be accepted without the signed agreement of a parent in the enrolment form.

Additionally, upon enrolment, the parent will have the opportunity to provide authorisation for:

- other persons to collect their child(ren) (authorised nominee),
- emergency contact persons, and/or
- regular outings (if applicable).

Upon completing the enrolment form, the parent will be promoted to agree to the service’s terms and conditions of enrolment, which may include-

- Sharing relevant information with school representatives around the care of their child, including—
 - Health and wellbeing information.
 - Significant behaviour incidents.
 - Absences due to sickness or illness.
- Photos of their child taken to document learning outcomes and significant events as part of the program being displayed within the service to showcase children’s learning.

Additional Authorisation

In caring for children and participating in the program, there may be circumstances where additional authorisation are required. This includes—

Medication

Where medication is required, it can only be administered with the written authorisation from a parent - unless an asthma or anaphylaxis emergency or another emergency where authority to provide verbal consent can be given. Parents will need to complete a medication administration form setting out the medication(s) to be administered (Regulation 92).

Where medication is required to be administered in an emergency and prior written consent has not been provided, verbal authorisation can be provided by-

- A parent.
- A person named in the enrolment to provide authorisation for medication administration.
- Or where a parent or other person named in the enrolment records cannot be reasonably contacted in the circumstances, a registered medical practitioner or emergency service.

Details of verbal authorisation will be documented in the Incident, Illness, Injury and Trauma Record.

Excursions and Transport

Authorisation must be provided by a parent for a child to participate in an excursion or any other regular outing. The authorisation for an excursion will set out all the required information to satisfy Regulation 102. The service will provide parents with relevant information to be fully informed of excursion details and risks.

While the service does not provide transport other than excursions, should this change, authorisation must be obtained prior to a child being transported.

Refusing Authorisations

Parent Refusal of Authorisations

A parent may refuse to provide authorisation for the child; however, this may impact the service's ability to provide education and care for the child, this includes-

Refusal or non-authorisation for—	Outcome
Authorisation for medical treatment, including transportation via ambulance.	Education and care cannot be provided to the child by the service.
Participation in an excursion.	Where the excursion is the only activity for a vacation care day, care cannot be offered for that day.
Sharing of information with school representatives.	Possible withdrawal of enrolment, as procedures for safeguarding children based on coordinated communication with school.

Service Refusal of Authorisations

The service retains the ability to refuse a parent's authorisation where the authorisation would conflict with another duty, principally, the safety and wellbeing of children. This may include but is not limited to the circumstances where a child is allowed to leave the service.

Where the Approved Provider, Nominated Supervisor, or Responsible Person believe the authorisation from the parent would jeopardise the safety and wellbeing of a child, they will be informed of the service's decision to refuse the authorisation.

Updating and Amending Authorisations

Parents/guardians are responsible for and have the right at any time to change authorisations given to the service in relation to their child and their child's participation in the program. This may be done through completion of an updated enrolment form or other written authorisation. A child's enrolment and participation in the service will remain subject to relevant authorisations being maintained.

Record Keeping

All authorisations will be retained with the child's enrolment records and will be handled as per the services Record Keeping Policy.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.175 Offence relating to requirement to keep enrolment and other documents

- **Education and Care Services National Regulations:**
 - R.93 Administration of medication
 - R.94 Exception to authorisation requirement—anaphylaxis or asthma
 - R.99 Children leaving the education and care service premises
 - R.102 Authorisation for excursions
 - R.102D Authorisation for service to transport children
 - R.158 Children’s attendance record to be kept by approved provider
 - R.160 Child enrolment records to be kept by approved provider and family day care educator
 - R.161 Authorisations to be kept in enrolment record
 - R.162 Health information to be kept in enrolment record
- **National Quality Standard:**
 - QA7 – Governance and leadership

Additional Regulatory Context and Guidance

- Privacy Act 1988 (Cth)/ Information Privacy Act 2009 (Qld)
-

Section	Revision date
Written	October 2013
Last Reviewed / amended	January 2024

9.10 Visitors Policy

The Service seeks to provide an open and friendly environment, which values and actively encourages visitors. At the same time, we recognise our duty of care to ensure a safe environment for children and young people, families and staff, and we recognise our responsibility to protect and preserve our resources.

Visitors are defined as all people other than:

- staff members;
- children and young people enrolled and attending the service;
- Parents/guardians involved in the task of delivering or collecting children and young people from the Service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Child Protection Act 1999 and Regulations 2000*
- *Privacy Act 1988 and Regulations 2013*
- *Work Health and Safety Act 2011 and Regulations 2011*
- *Working with Children and young people (Risk Management and Screening) Act 2000 and Regulations 2011*
- *NQS Area: 2.3.1, 2.3.2, 2.3.3, 2.3.4; 4.1.1; 6.3.1, 6.3.3, 6.3.4; 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.2 - Statement of Commitment to the Safety and Wellbeing of Children and young people and the Protection of Children and young people from Harm, 2.3 - Educator Ratios, 2.4 - Arrivals and Departures of Children and young people, 2.11 - Including Children and young people with Special/Additional Needs, 2.13 - Use of Photographic and Video Images of Children and young people, 2.20 - Supervision of Children and young people Policy, 3.1 - Educational Program Planning, 6.3 - Workplace Health and Safety, 7.2 - Drills and Evacuations, 7.3 - Harassment and Lockdown, 8.5 – Volunteers, 9.6 – Parent and Community Participation, 10.23 - Provision of Information, 10.24 - Privacy Policy*

Procedures

The Service shall establish protocols and procedures that effectively monitor and manage visitors, whilst attending the Service.

All visitors must report to the OSHC office on arrival at the Service and sign the Visitors Register.

Visitors will be advised of any Safety Policies and Procedures that may be relevant to the purpose and/or time of their visit.

Visitors to the Service will be expected to comply with all relevant work, health and safety requirements of the Service including appropriate clothing and/or footwear.

All visitors will be accompanied or supervised by a staff member during their time in the Service.

Any persons found on the premises unescorted will be asked by any staff member who observes them if they require assistance and then will direct the person back to the OSHC office. If the unescorted person becomes hostile, procedures as per the Service's Harassment and Lockdown Policy (see policy 7.3) may be enacted.

All non-public access areas shall be marked by clear signage and/or entry shall be restricted by locked doors.

The Service's emergency management procedures will ensure that any visitors in the Service at the time of any emergency or practice drill are recognised and appropriately catered for.

Visitors to the Service will not be privy to information of a confidential nature unless they have authority by law or written permission has been previously obtained from the family or staff member.

Section	Revision date
Written	November 2015
Last Reviewed / amended	January 2024

9.11 Enrolment Management Policy

The Approved Provider recognises the importance of ensuring that all families within the community have equal opportunity to access the OSHC facility and to receive a high-quality education and care experience from the service. It is also recognised that service approval and capacity dictates the number of children and young people that can be safely and appropriately educated and cared for within the premises.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- Family and Child Commission Act 2014
- Working with Children and young people (Risk Management and Screening) Act 2000 and Regulations 2011
- *NQS Area: 4.1.; 6.1, & 7.1;*
- *Policies: 2.14 – Bookings and Cancellations, 9.1 – Access, 9.2 – Enrolment, 10.1 – Quality Compliance, 10.5 – Approval Requirements under Legislation, 10.9 – Information Handling (Privacy and Confidentiality).*

Procedures

The service may need to implement an enrolment management plan under such circumstances when the demand for care in the community exceeds the capacity of the service approval for a session or multiple sessions of care.

The enrolment management plan will take action to:

- Devise and manage waiting lists giving priority to primary school children and young people in accordance with priority of access rules detailed in Policy 9.1;
- Maintain existing permanent enrolments;
- Prioritise permanent bookings over casual; and
- Seek opportunities where regular cancellations may create an opening for a family in need of a place.

Section	Revision date
Written	August 2012
Last Reviewed / amended	December 2022

Policy Group 10 - Management and Administration

10.1 Quality Compliance Policy

The Service strives to meet the National Quality Standard for Early Childhood Education and Care and School Age Care and the requirements for Approved Providers of child care services under the Education and Care Services National Law Act, 2010 and Regulations 2011 in such a way as to best fulfil its ability to care for children and young people and to carry out the agreed policies and procedures of the Service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *'My Time, Our Place' Framework for School Age Care*
- *NQS Area: 4.1; 7.1; 7.2; 7.3.*
- *Policies: 1.1 – Philosophy Statement, 1.2 – Goals, 2.10 – Reporting Guidelines and Directions Policy for Handling Disclosures and Suspicions of Harm, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 5.3 – Food Act Compliance, 6.1 – Space and Facilities Requirements, 7.1 – Emergency Equipment and Facilities, 8.2 – Educational Leader, 10.5 – Approval Requirements under Legislation, 10.6 – Supervisor Certificate, 10.9 – Risk Management and Compliance, 10.10 – Managing Compliance within the Service.*

Procedures

The Service has developed, and will regularly review and update, written policies for conduct of the Service (including at least the matters required by the Education and Care Services National Regulation 2011 and the National Quality Standards).

The Approved Provider requires the Coordinator and P&C Services Manager, or her/his nominated delegate to act as Quality Officer to:

- ensure and monitor the implementation of this Quality Compliance Policy;
- check for, record and act on any non-compliances by the Service or its employees with this Quality Compliance Policy or any Quality Areas; and
- to monitor changes in the Education and Care National Law Act, 2010 and the National Quality Standards (or any specific quality elements) which may affect or require a change to any of the Policies and Procedures of the Service.

The P&C Services Manager and Coordinator are to report on all such matters to the Approved Provider.

Bulimba State School Outside School Hours Care adopts a statement of 'Service Philosophy' (see Policy 1), as part of its Policies and Procedures, which reflects compliance with National Quality Standard Compliance as a minimum, but which truthfully reflects the values promoted by the P&C and the P&C Services Manager and Coordinators within the Service.

Educators are an important part of Bulimba State School Outside School Hours Care and:

- are consulted as appropriate in the development and modification of all Policies and Procedures;
- are provided with up-to-date Educator Handbook, containing relevant information necessary to enable staff to abide by Service Policies and Procedures;
- agree to adhere to all values, Policies and Procedures; through written terms of employment and role statements, including acceptance that material or repeated failure to comply may result in termination of employment.

The Coordinator and P&C Services Manager, in conjunction with the Approved Provider, is responsible to conduct regular informal assessments, and formal annual performance reviews, of all employees' adherence to Policies and Procedures and to take immediate appropriate steps to address non-compliances.

The Statement of 'Service Philosophy' is displayed on the wall of Bulimba State School Outside School Hours Care, in the Educator Handbook, and in the Family Handbook and enrolment materials.

Children and young people and families are an important part of Bulimba State School Outside School Hours Care and:

- are actively invited to participate in decision-making and Policy development wherever appropriate;
- are kept informed of all Policies and Procedures, and their means of communicating with Bulimba State School Outside School Hours Care, through a Family Handbook and regular communications via the Service newsletter.

In addition to this General Quality Compliance Policy, the National Quality Standards requirements of the current legislation are incorporated into the specific Policies and Procedures of the Service.

Section	Revision date
Written	June 2006
Last Reviewed / amended	January 2024

10.2 Role of P&C Executive

Licensee Structure

Bulimba State School Outside School Hours Care is licensed by the Bulimba State School P & C Association, as a not for profit organization run for the benefit of families and the community.

Management structure

Bulimba State School Outside School Hours Care is managed by Bulimba State School P & C through the P&C Executive. They engage a P&C Services Manager and Financial Manager to support them in these operations.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Bulimba State School P&C Constitution*
- *Operating Guidelines for Bulimba State School P&C OSHC Sub-committee*
- *Family and Child Commission Act 2014*
- *Working with Children and young people (Risk Management and Screening) Act 2000 and Regulations 2011*
- *NQS Area 7.1.1, 7.1.5; 7.3;*
- *Policies: 8.3 – Recruitment and Employment of Educators, 8.6 – Employee and Volunteer Grievance, 8.8 – Performance Monitoring, Review and Management, 9.5 – Complaints Handling, 10.1 – Quality Compliance Policy, 10.3 – Budgeting and Planning, 10.11 – Management Code of Conduct, 10.17 – Strategic Planning.*

Procedures

The OSHC Management team, in conjunction with P&C Executive have written Operating Guidelines and a Code of Conduct which will be made available to all interested persons associated with the Service.

In addition to anything else provided in the Operating Guidelines the P&C Executive, through the ongoing appointment of the P&C Services Manager, is responsible to ensure that:

- The philosophy and goals of the service are developed and updated as appropriate;
- The service philosophy and goals are available to all through the Family Handbook, the Educator Handbook and other publications of the Service;
- The performance of the Coordinators is monitored and reviewed; (see also Policy 8.8)
- The budgeting and planning process for the Service is approved and monitored; (see also Policy 10.3)

- They are available to be contacted by families and/or employees regarding grievances and/or complaints.

The Service regularly publicises details of the role and operation of the P&C Executive as the Approved Provider of the service and the right of parents and community members to stand for election/appointment to these roles.

The P&C Executive, with the support of the P&C Services Manager, is responsible to monitor the Coordinator and other employees in implementing these policies and procedures.

Section	Revision date
Written	December 2007
Last Reviewed / amended	January 2024

10.3 **Budgeting and Planning Policy**

To ensure the effective and efficient management of the service, the P&C Executive, with assistance from the P&C Services Manager, Finance Manager and Coordinators, shall work together to develop effective and responsible laws and budgetary guidelines for the ongoing operation of the Service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Bulimba State School P&C Constitution*
- *NQS Area: 3.2.2; 6.1.2; 7.1.1, 7.1.3; 7.2.3; 7.3.1, 7.3.2.*
- *Policies: 6.1 - Space and Facilities Requirement, 6.2 - Provision of Resources and Equipment, 8.3 – Recruitment and Employment of Educators, 8.4 – Educator Professional Development and Learning, 10.4 – Fees, 10.17 – Strategic Planning*

Procedures

Budgets will be prepared by the OSHC P&C Services Manager and Finance Manager, usually in advance and submitted to the Bulimba State School P&C Association Executive for approval.

Once approved by the P&C Executive, it is then presented to the P&C Association for approval.

Budgets will take account of the need for appropriate and adequate employees, facilities, equipment, maintenance and the requirements of the Service Policies and Procedures.

Budgets will also take into account the professional development needs of Educators at the service with a yearly allocation for training relating to their job role.

Service budgets will be used in the strategic planning process to ensure allowances are made for major items of expenditure such as replacing computers, resources and/or furniture.

Section	Revision date
Written	December 2007
Last Reviewed / amended	January 2024

10.4 Fees Policy

This Service aims to provide a quality service to families in line with market value. The P&C Association will set fees based on the annual budget required for the provision of quality childcare in keeping with the Service's Philosophy Statement and other goals, and these Policies and Procedures. Child care subsidies may be available to all families who meet required guidelines.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Australian Government Child Care Service Handbook*
- *Education and Care Services National Law Act (2010) and Regulations (2011)*
- *NQS Area 6.1; 7.1.1; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.14 – Bookings and Cancellations Policy 3.5 – Excursions Policy, 9.2 – Enrolment Policy, 9.3 – Communication with Families Policy, 10.3 – Budgeting and Planning Policy, 10.17– Strategic Planning Policy*

Procedures

Parents will be given at least 2 weeks' notice of any **fee increase**.

Parents are required to indicate whether they require a **permanent booking** or a **casual booking** upon enrolment on the enrolment form **and by subsequent written notification or through XAP**.

Parents are required to make permanent bookings for each day of the week where care is required to hold their place on that day at the service. This information will be detailed on the enrolment form and by subsequent written notification. Permanent bookings will be charged at a **Permanent Booking rate**.

If additional places are available on certain days a casual booking can be placed for children and young people who require care on a non-regular basis. A higher fee will be charged for casual bookings. This will be called the **Casual Booking rate**. For Example, if a family has a permanent booking & request an extra care session as a one off booked session, this attracts the casual care rate. Similarly, a booking can be made on a casual basis for a child that does not regularly attend the Service.

For parents who require "blocks of care" due to changing work shifts or care requirements, these blocks of care will be regarded as a permanent booking if they consist of a minimum three (3) week block with care sessions being the same day and sessions throughout the booking. If "blocks of care" are for less than 3 weeks these bookings will be regarded as all casual bookings due to the administrative time involved in setting up bookings in this way.

Setting of Fees

The Approved Provider sets a relevant fee structure based on the annual budget required for the provision of a quality OSHC service. The budget is informed by the forecast of the resources needed to uphold the service's philosophy, goals, and duties. The fee structure also includes the relevant notice period required for fees to be waived.

The fees of the service are well communicated to ensure transparency and informed requests for care. Where fees are amended, parents will be adequately informed of the changes.

Cancellation and Notification of non-attendance

Advice of a booking cancellation must be received by the service at least 1 full week before the booked session time in writing or via the Xap app, otherwise the family will be charged for the session. An exception to this rule is for Vacation Care Excursion days where no credit is possible within 10 OSHC Business days of the excursion date, as the Service is required to pay for excursions in advance. OSHC Business Days refers to days the OSHC service is open for business to care for children and young people and does not include the days over the Christmas holiday period when the service is closed.

Fees are payable for all bookings including sick days as per the Department of Education, Skills and Employment (DESE) guidelines. Fees are not charged for public holidays.

Parents/Guardians are requested to contact the service to advise of their child's inability to attend as soon as this is known for safety reasons. Notification by the parent must be in writing (email or letter).

The parent will still receive the CCS fee relief for cancelled days in either of the following two circumstances

- If the child is ill and you can supply a doctor's certificate OR
- It is one of the 42 days each child is allowed to be absent for any reason (with no documentation required) per financial year.

Late pick up fees

Closing time of this Service is 6.00pm. Parents who collect their children and young people after this time will incur a late fee of \$15 for the first 15 minutes and then \$15 per 15 minutes thereafter.

Special circumstances e.g., traffic accident or vehicle breakdown will be given consideration in relation to the administration of late collection fees.

When a parent/guardian is continually and regularly late arriving at the service to collect their child, the Coordinator will discuss other child care options with the parent. If late pick up fees are incurred on 3 occasions within a term the family's ongoing enrolment may be reviewed and cancellation may occur.

Failing to Notify of Absence Fee

A fee will be applied to the parents account for failing to notify the Service in writing of a child's absence. The fee is set at \$10 per child per occasion. Each family will be allowed one exception each calendar year where this fee will not be applied. Appropriate records will be kept to monitor when the fee should be applied.

When this happens for the first time in a calendar year, the parent/guardian will receive a message in writing from the Service advising them that they have failed to notify and, on this occasion, they will not be charged however on the next occurrence they will be charged a "Failure to Notify of Absence Fee" which will be automatically applied to their account on each occurrence thereafter.

Vacation Care Late Booking Fee

A fee of \$5 will be applied to each vacation care booking which is made after the vacation care period start date. The start date is the first day of the vacation care period and will be noted on the vacation care program. Each family will be allowed one exception each calendar year where this fee will not be applied. Appropriate records will be kept to monitor when the fee should be applied.

Transportation Fees for School events held outside School Grounds

When school events, such as Sports Day, are conducted outside school grounds (i.e., community sporting fields) it may be necessary for the Service to engage buses to transport students to and from the offsite venue and the Outside School Hours Care centre. If students use this transport facility, a small nominal fee, determined by the Co-ordinator, may be charged to the families account to cover these costs.

Payment of Fees

Fees will be due and payable by direct debit in the week following the booking. To keep administration and

debt collections costs at a minimum and thus fees low, the Service requires families to enter into a standard direct debit agreement with an Accredited Direct Debit Organisation called Quick Pay. Additional fees may be associated with credit card transactions.

There are 2 methods of payment

- Direct debit from a bank, building society or credit union account
- Direct Debit from a MasterCard or Visa Card.

A Quick Pay registration form is required to be completed by all families on enrolling. Quick Pay only withdraws the amount of fees owing on the account at the end of the previous week until an alternative arrangement is made with a family. Quick Pay payments can be suspended if sufficient time and reason is given. Parents/Guardians must be aware of what date their Quick Pay transaction will occur and ensure funds are available. Cancellation of payment authorities must be made in writing.

Receipt of payment will be provided for each payment and can be located on the weekly statement issued to each family at the start of each week. The receipt will be in accordance with the information requirements of the Department of Education, Skills and Employment (DESE) Child Care Service Handbook. (A copy of which is held at the Service for access by families and other genuinely interested persons).

Statements of account for each family will be emailed to the nominated electronic account at the start of each week. If a family does not have an email address a printed copy will be issued weekly by arrangement between the Coordinator and the parent or guardian. It is the responsibility of the parent/guardian to ensure that the account email is opened or hardcopy statement collected. If families do not receive an account, it is the parent's/guardian's responsibility to inform the service staff. **Non receipt of statement will not be accepted as a reason for non-payment of an account.**

Family accounts will include fees for care for the previous week to Friday and have an estimate of the CCS (Child Care Subsidy); this estimate is seen as a bold, underlined entry under the CCS column on the statement. Once the CCS is reconciled by Centrelink, the bold and underline will be removed. There may be small changes from week to week once information regarding attendances of other siblings, CCS percentage changes and CCTR (Child Care Tax Rebate) contributions have been reconciled with Centrelink and these changes may alter the account slightly. These changes are beyond our control.

It is a requirement of Child Care Subsidy that a statement of account is provided to all customers for all sessions of care so families may at times receive a statement where nothing is owing or shows a credit. If there is an outstanding amount the due date will be clearly indicated on the account.

Details of an individual's account and all completed forms kept by the centre will be confidential and stored appropriately. Individual families may access their own account records at any time. Cancellation of payment authorities must be made in writing.

All monies will be credited to the relevant family's account as soon as possible after receipt and no later than a week after receipt.

Childcare Subsidy

The Coordinator will keep parents informed about the availability of the Childcare Subsidy (CCS) by:

- advising all parents in the Parent Handbook, and when the Coordinator initially meets with families, of the ability to apply for CCS through Family Assistance Office; and
- keeping a stock of information brochures and application forms available for parents.

It is the parent/guardian's responsibility to complete and lodge their CCS application with the Family Assistance Office. Full fees will be charged until the Service receives electronic confirmation from the Family Assistance Office of the CCS applicable to that family's account. Credit for fees already paid will be made in accordance with the Australian Government's Child Care Provider Handbook.

All CCS records will be kept for 3 years from the last entry on the record in accordance with the Australian Government's Child Care Provider Handbook.

Overdue fees and Payment Defaults

The following procedures will be followed when there are overdue fees or payment defaults under the direct debit method of payment.

Payment Defaults - When the Service is notified of a payment default by the Quick Pay Organisation, they will contact the parent/guardian by phone or email within 48 hours of notification and before the next processing date to advise them of the default and confirm that the default amount will be added to the subsequent weeks processing. The Finance Manager will assist the parent/guardian wherever possible, to ensure their account or credit card details are updated if necessary to avoid a subsequent default. Payment defaults may incur additional fees in accordance with the direct debit agreement entered into by the parent with the Accredited Direct Debit Organisation. If a Quick Pay payment is dishonoured 3 times, the booking may be cancelled at the discretion of management and the family account suspended.

Payment Plans - The Finance Manager can, at their discretion and in consultation with the P&C Services Manager, enter into fair and reasonable payment plans to be agreed between the parent/guardian and the Service. A payment plan consists of a written agreement specifying a weekly maximum amount to be processed to the parent/guardian's bank account or credit card. The weekly agreed amount must cover ongoing fees plus an amount which will assist the parent/guardian to repay the overdue amount within a reasonable time frame. The plan must remain in place until the account is paid up to-date.

Alternative methods of payment - The P&C Services Manager and P&C Executive may, in situations of genuine financial distress caused by the direct debit method of payment, agree to accept alternative methods of payment such as direct deposit, EFTPOS, or cheque, if a written application is made by the family outlining their circumstances. Fees must be paid on time or an agreed payment plan followed, in these rare circumstances.

If fees are outstanding for more than 14 days or a payment plan has not been followed, written notification will be sent advising of these circumstances, requesting payment and advising that continued enrolment is dependent on the payment of outstanding fees within 7 days.

If payment or correspondence is not received within 7 days of the date of the above named letter, the P&C Executive and P&C Services Manager may, at their discretion, exclude the child/ren temporarily or permanently from further attending Bulimba State School Outside School Hours Care until full payment is received. A courtesy phone call will be placed by the P&C Services Manager to the parent to advise them of this cancellation and written notification will also be sent.

At conclusion of the above steps, a debt collection agency may be used if fees have not been paid.

Parents/Guardians of students who are leaving the school must ensure their account is finalized before the last day at the school.

Refunds

There shall be no refunds given for cancellation unless approved by the P&C Services Manager.

Approved refunds will be determined after full consideration of the Cancellation Policy detailed above.

Refunds will not be issued based on CCS estimates as this can be subject to change.

The parent/guardian may elect to have a credit placed on their account to be offset against future fees as an alternative to a refund.

If a family has permanently cancelled care and their account is in credit, they must provide written instructions to the service indicating:

- If a refund is required and have provided account details for transfer; or
- A donation of the credit balance to the service.

Additional Activities Costs

During Vacation Care and during term times the Service may engage visitors and plan trips to enhance the activity program. Generally, these incursions and excursions attract additional costs. These costs will be

advertised to parents/guardians in the Vacation Care program or via emails and notices prior to the holiday periods and to their commencement during term.

No credits or refunds are available for Excursion Days within 10 OSHC working days of the excursion day, as the Service is generally required to pay for these in advance. Vacation Care excursions involve the children and young people being taken outside school grounds.

Additional Activities are to be cost neutral to the service and the costs of the excursion/incursions will be charged to the parent and advised at the time of booking vacation care. See Policy 3.4 for details on excursions.

P&C and Bulimba State School Staff Fee Discount

Any current and active P&C staff member or Bulimba State School staff member is entitled to a discount on their OSHC fees for their child/ren when attending the service. For OSHC staff this will be a discount of 50%, applied after the CCS rate is calculated as per the conditions of the *Childcare Discount for Early Childhood Workforce*. For other P&C staff who are not OSHC staff and for Bulimba State School staff, the rate of discount will be 50% of the sessional fee and will be applied before the CCS percentage is calculated. All discounts will be clearly displayed on Parent Statement of Accounts.

Section	Revision date
Written	December 2007
Last Reviewed / amended	January 2024

10.5 Approval Requirements under Legislation Policy

As part of the service risk management and compliance obligations, the Approved Provider and the Coordinator/P&C Services Manager shall jointly be responsible to ensure that the Service complies with the Approval requirements under the Education and Care Services National Law 2010 and Regulations 2011.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *NQS Area: 7.1.1, 7.1.4; 7.2.1; 7.3.1, 7.3.2, 7.3.3.*
- *Policies: 10.1 – Quality Compliance, 10.2 – Role and Composition of Management Committee, 10.6 – Supervisor Certificate, 10.8 – Information Handling (Privacy and Confidentiality).*

Procedures

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

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

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

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

As part of the Service Approval process, a Nominated Supervisor for the service must be delegated, in writing and with their consent, to the Regulatory Authority (see Policy 10.6 – Supervisor Certificate).

Whilst the Service provides, or aims to provide, regular child care to school age children and young people, the P&C Executive, P&C Services Manager and the Coordinator are jointly responsible to

ensure that the Service will not operate at any time if some person or body does not hold a current approval in respect of the Service.

Whilst the Service is approved to provide child care, the P&C Executive, P&C Services Manager and the Coordinators are jointly responsible to ensure that:

- The Service complies at all times with the specific conditions of the approval applicable to the Service;
- The approval is renewed and kept current in accordance with the legislation;
- The relevant current Service Approval is kept on display at the Service whenever child care is being provided.

Section	Revision date
Written	January 2012
Last Reviewed / amended	January 2024

10.6 Service Supervisor Certificate Policy

The approved education and care service is granted a service supervisor certificate which they can apply to any person working at the service who has been identified by the approved provider working within the service as:

- Responsible for the day to day management of the service; or
- Exercising supervisory and leadership responsibilities for part of the service

The following procedure details the Approved Provider's process for designating a Nominated Supervisor to act as the responsible person for the day to day operations of the service, and in their absence, other supervisors deemed suitable to perform these duties, and for obtaining consent for those persons to fulfil that position.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Education and Care Services National Amendment Regulations 2017*
- *Working with Children and young people (Risk Management and Screening) Act 2000 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *NQS Area: 4.2.1; 7.1; 7.3.1, 7.3.2, 7.3.3, 7.3.5.*
- *Policies: 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 10.1 – Quality Compliance, 10.5 – Approval Requirements under Legislation, 10.9 – Information Handling (Privacy and Confidentiality), 10.22 – Determining the Responsible Person.*

Procedures

The nominated supervisor and service (certified) supervisor must meet the requirements/conditions of the Education and Care Services National Law 2010 and Regulations 2011 in being designated by the approved provider to act in that role and in providing consent to do so.

The nominated supervisor has specific obligations under the National Law and therefore informed consent to act in that role is required. The approved provider will make available to the nominated supervisor relevant information so that they clearly understand those obligations prior to attaining written consent.

The service (certified) supervisor may be placed in day to day charge of the service by the approved provider in the absence of the approved provider or the nominated supervisor. The approved provider will make available to the service (certified) supervisor relevant information so that they clearly understand those obligations prior to attaining consent. This information is provided in accordance with the expectations of policy 10.22 – Determining the Responsible Person.

Section	Revision date
Written	May 2012
Last Reviewed / amended	January 2024

10.7 Insuring Risks Policy

The Service recognises and acknowledges the need for a responsible approach to identifying and managing risks (see Policy 10.9 – Risk Management and Compliance) and will endeavour to have adequate insurance protection at all times. Employees, children and young people, parents and the Approved Provider will be protected from the financial repercussion of public liability.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Work Health and Safety Act 2011 and Regulations 2011*
- *Associations Incorporation Act, 1981, (Qld) or Corporations Act, 2001 may apply (e.g., directors' duties) to your management committee or board or other governing body. Take expert advice if you are unsure of this.*
- *NQS Area: 2.3.2; 4.2.1; 7.1.1; 7.3.1, 7.3.2, 7.3.3, 7.3.5.*
- *Policies: 10.1 – Quality Compliance Policy, 10.5 – Approval Requirements under Legislation, 10.9 – Risk Management and Compliance Policy*

Procedures

As per the Education and Care Services National Law 2010 responsibility rests with the Approved Provider to take out and keep current adequate public liability insurance with a minimum cover of \$10 Million building and contents (including loss of cash from premises or in transit) and other insurances.

All insurance will be purchased through a reputable broker or agent.

The P&C Executive will request the P&C Services Manager/Coordinator each year to gather such information as necessary to enable the Executive to make an informed assessment and make decisions on the insurance needs of the Service.

The Coordinator/P&C Services Manager will provide the Insurer with relevant details of activities and excursions undertaken.

A certificate of currency shall be kept on file at the service and updated annually.

The Approved Provider is responsible to ensure that the Service has adequate Worker's Compensation Insurance for all staff including volunteers.

Claims

In the event of a claim being made or a reportable incident, the Coordinator/P&C Services Manager will notify the Approved Provider immediately.

If directed by the Approved Provider, the P&C Services Manager/Coordinator will notify the Insurance Company, ensuring that the Service follows all directions of the Insurance Company and in the case of material or significant claims, seek legal advice for the Service.

Section	Revision date
Written	December 2007
Last Reviewed / amended	January 2024

10.8 Information Handling (Privacy and Confidentiality) Policy

In providing education and care, the service collects, uses and stores personal and sensitive information relating to families, children, staff and others. The service respects the privacy of all individuals and only obtains information which it needs to protect and care for children and handles that information with confidentiality and sensitivity and in keeping with legal requirements.

The service respects and supports the principles of privacy and confidentiality and complies with the Australian Privacy Principles in relation to information gathered and stored by the service. The Approved Provider recognises their duty to ensure information collected by the service is not shared beyond the legislated provision, including:

- to the extent necessary for the medical treatment of a child.
- with the parent of the child.
- with the Regulatory Authority or an authorised officer.
- where authorised or permitted by law.
- with written consent with the person providing the information.

Key Tasks and Responsibilities

Maintaining records and ensuring security	The Nominated Supervisor will act on behalf of the Approved Provider in maintaining the records and systems that retain information on behalf of the service. The Approved Provider is responsible for ensuring adequate controls are established and discharging responsibilities for maintaining security of these systems.
Archiving and Document Retention	The Nominated Supervisor will act on behalf of the Approved Provider managing the retention schedule and collating documents for archiving.
Maintaining privacy and confidentiality	All staff are responsible for ensuring information they have privilege to access is maintained and handled appropriately. The Approved Provider is responsible for establishing relevant guidelines for the management of information to ensure privacy and security.

Procedures

The service aims to manage personal and sensitive information in an open and transparent way, with clear guidelines relating to how it is collected, stored and shared.

The service will only collect and record information it needs in order to deliver its service, including the responsibilities to protect and care for children, families and educators.

The service is required to maintain the following records and information (see table below):

Record Type		Details	Storage Medium
Child & Family Records	Enrolment Records	<ul style="list-style-type: none"> • Personal information for children and families. • Centrelink Customer Reference Numbers. • Authorisations. • names, addresses and contact details for family members and authorised nominees. • Court orders/parenting plants. • children's medical/additional needs details. 	Child care software / Electronic file storage and physical evidence
	Health and Medication Records	<ul style="list-style-type: none"> • Medical conditions details (history, diagnosis, support). • Risk management plans. • Action/management plans (including treatment and medication). • Medical practitioner/s details. • Immunisation status. 	Child care software / Electronic file storage and physical evidence
	Incident, Injury, Trauma and Illness	<p>Details of:</p> <ul style="list-style-type: none"> • Events including observations, treatment and/or response. • Witnesses. • Notification and communication. 	Child care software / Electronic file storage and physical evidence
	Accounts	<ul style="list-style-type: none"> • Account statement, transactions, and fees paid/owed. 	Child care software
Attendance Records		<ul style="list-style-type: none"> • Days of attendance and absence. • Persons signing in and out. 	Child care software
Evaluations of the Educational Program		<ul style="list-style-type: none"> • Evidence of the development of the program (reflections, observations, learning stories, planning documents). • Evaluations of children's wellbeing, development and learning (reflections, observations, photos and stories). 	Electronic file storage and physical evidence
Staff and Volunteer Record	Employee Personal Details	<ul style="list-style-type: none"> • Personal information on employees such as emergency contact details, qualifications, recognised training and places of previous employment. • Blue card records. • Rosters and timesheets. • Detail of performance reviews and workplace matters • Details of income and payment information. 	Employee Files – electronic storage

Management Records	Volunteer	<ul style="list-style-type: none"> Records of volunteers and students including personal details and days and hours participating. 	
	Nominated Supervisor	<ul style="list-style-type: none"> Record of the nominated supervisor and any person in day-to-day charge of the education and care, including suitability information. 	
	Responsible Person	<ul style="list-style-type: none"> A record of the name of the responsible person at each session the service operates. 	
	Educational Leader	<ul style="list-style-type: none"> A record of the name of the person designated as the Educational Leader. 	
	Work Health & Safety	<ul style="list-style-type: none"> Details of accidents, incidents and complaints. Risk management assessments. Copies of notifications supplied to WHS. 	
	Records of the service's compliance with the Law	<ul style="list-style-type: none"> Records of any amendment, suspension, compliance notice or compliance direction, including details of the non-compliance or decision. 	Electronic file storage / Physical evidence
	Complaints and Feedback Records	<p>Information may contain:</p> <ul style="list-style-type: none"> Details of complainants or sensitive feedback. Investigation details. Recommendations and outcomes. 	Electronic file storage

Informed Consent

The service sets out the enrolment process to provide informed consent when supply information to the service. Any use of personal information by the service is solely for providing care to the child (including communicating learning outcomes of the program) and any other relevant duty to ensure the child's safety, welfare and protection.

Should the service seek to share information beyond this purpose, additional consent will be obtained from the parent.

Accuracy of Records

The service will ensure the accuracy of enrolment information by requesting parents to check, update or confirm the accuracy of records from time-to-time.

Access and Requests for Information

Parents may request information from the Approved Provider with regard to their child/ren's participation and attendance at the service, with the exception of where there is a prohibition from a court order (or similar) preventing this access.

Parents are entitled access to:

- Documentation around their children's learning and participation in the educational programs.
- Incident, injury, trauma and illness record.
- Medication record.
- Attendance record.
- Their child's enrolment record.

However, if any of these documents will disclose the *personal information* of one of the following people, written consent of that person's information being disclosed must first be obtained before the service can share the information with the parent—

- a parent of a child, other than the person requesting the information,
- a person required to be notified of an emergency if a parent cannot be contacted,
- an authorised nominee of a child,
- a person authorised to consent to medical treatment or to authorise the administration of medication to a child,
- a person authorised to authorise an educator to take a child outside the service premises, or
- a person authorised to authorise the service to transport or arrange transportation of a child.

When a request has been made by a parent, the service will confirm the consent before a disclosure is made. Consent may be withdrawn at any time after it has been given, however, withdrawal of consent must be in writing.

Personal information is defined in the Privacy Act 1988 (Cth) and includes any information about an identified individual, such as their home address, email address, telephone number, date of birth, medical records, bank account details, and tax file number.

Requests for information should be directed to the Nominated Supervisor in the first instance, alternatively, the Responsible Person. Where there are concerns held to the right to information or breaching of confidentiality, all requests will be managed by the Approved Provider.

Information Security

The Approved Provider will ensure that information is not divulged or communicated, directly or indirectly, to another person other than when authorised by the parent or allowed/required by law.

The service protects the individual's privacy by ensuring that the information collected is stored securely, including--

- All relevant hard copy records will be stored in a locked filing cabinet.
- All electronic documents or information will be stored-

on devices owned or subscribed by the service only with suitable password protection/account management.

The Approved Provider is to have administrator/global access to all accounts operated by the service. The Approved Provider is to administer the relevant privileges to allow users access to systems and information accessible to the service's employees/users.

Where a person has responsibility for the security of private and sensitive information, the service expects a high degree of professionalism and integrity is maintained. Any breaches of confidential information will be treated seriously and may result in disciplinary action.

All relevant persons are bound by the code of conduct in the sharing of information and maintaining confidentiality. Breaches of the expectation in keeping information confidential will be treated seriously and may result in relevant action taken by the Approved Provider.

Document Retention

The service will maintain a document retention schedule which will set out the specific records to be kept by the service and the length of time required.

The Nominated Supervisor will prepare documentation for archiving each year. Archived documents will be clearly labelled with planned retention timelines. All archived documentation will be managed by the Approved Provider and stored securely.

Sharing of Information in the Protection from Harm

To remove any doubt, the service's personnel are free from liability or breaching Privacy Principles when sharing confidential information, if they are acting honestly and if their actions in doing so are consistent with the purpose of information sharing (protecting a child from harm) under the Child Protection Act 1999.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.175 Offence relating to requirement to keep enrolment and other documents
- **Education and Care Services National Regulations:**
 - R.87 Incident, injury, trauma and illness record
 - R.92 Medication record
 - R.145 Staff record
 - R.151 Record of educators working directly with children
 - R.158 Children's attendance record to be kept by approved provider
 - R.160 Child enrolment records to be kept by approved provider and family day care educator
 - R.161 Authorisations to be kept in enrolment record
 - R.162 Health information to be kept in enrolment record
 - R.167 Record of service's compliance
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
 - R.181 Confidentiality of records kept by approved provider
 - R.183 Storage of records and other documents
 - R.184 Storage of records after service approval transferred
- **National Quality Standard:**
 - QA2 – Children's health and safety
 - QA6 – Collaborative partnerships with families and communities
 - QA7 – Governance and leadership

Additional Regulatory Context and Guidance

- Privacy Act 1988 (Cth)/Information Privacy Act 2009 (Qld)
- Child Protection Act 1999 (Qld)
- A New Tax System (Family Assistance) Act 1999 (Cth)
- Department of Education - [Child Care Provider Handbook](#)
- Public Records Act 2002 (Qld)

Section	Revision date
Written	December 2007
Last Reviewed / amended	January 2024

10.9 Risk Management/Benefit and Minimisation Policy

The Service is, like all other enterprises, subject to a number of risks as well as important legal, regulatory, industry and policy requirements. The Service is a responsible organisation and seeks to demonstrate risk awareness, including identifying and managing material risks and ensuring compliance as far as reasonably possible with all such requirements.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Associations Incorporation Act, 1981, (Qld) or Corporations Act, 2001 may apply (e.g., directors' duties) to your management committee or board or other governing body. Take expert advice if you are unsure of this.*
- *Australian Standard on Risk Management - AS/NZ ISO 31000:2009*
- *Australian Standard on Compliance - AS/NZ 3806-2006*
- *Family and Child Commission Act 2014*
- *Working with Children and young people (Risk Management and Screening) Act 2000 and Regulations 2011*
- *Work Health and Safety Act 2011 and Regulations 2011*
- *NQS Area: 2.1.4; 2.2.2; 2.3; 4.1; 4.2.1; 7.1.1, 7.1.4, 7.1.5; 7.2.3; 7.3.1, 7.3.2, 7.3.3, 7.3.5.*
- *Policies: 2.10 – Reporting Guidelines and Directions Policy for Handling Disclosures and Suspicions of Harm, 3.5 – Excursions, 3.6 – Transport for Excursions, 5.1 – Food Handling and Storage, 6.1 – Space and Facilities Requirements, 6.3 – Workplace Health and Safety, 7.1 – Emergency Equipment and Facilities, 8.1 – Role and Expectations of Educators, 10.1 – Quality Compliance.*

Procedures

The Approved Provider will, in conjunction with the P&C Services Manager and Coordinator, take responsibility to develop, maintain and monitor a risk management/benefit program appropriate to the Service, including a method of ensuring that the Service takes appropriate steps to comply with:

- The Policies and Procedures of the Service;
- Commission for Children and young people Young People and Child Guardian requirements;
- Work Health and Safety Practices;
- Equal Opportunity Employment;
- Adequate insurance;

- the Service Approval status applicable to the Service (see Policy 10.5 – Approval Requirements under Legislation) and other relevant laws applicable to the Service;
- Maintenance of equipment and facilities.

The Approved Provider, in conjunction with the service Coordinator/P&C Services Manager, will develop and manage, through its regular meetings, an annual rolling program of reviews of all of the Policies and Procedures of the Service, to ensure that they comply with relevant requirements.

The P&C Services Manager, or his/her delegate, acting as Quality Officer (see Policy 10.1 – Quality Compliance) is responsible to monitor changes in current laws and other regulatory requirements. To do this, the P&C Services Manager will proactively and fully inform her/himself, through subscribing to appropriate information services, industry bodies and attending all relevant and appropriate forums for discussing these issues.

The Coordinator informs educators of all such changes and requirements through the educator training program (See Policy 8.4 – Educator Professional Development and Learning), regular team meetings and/or service communication book.

High risk activities and special events

High level risks and special events shall be identified from time to time within the program, through consultation with educators, management and other relevant stakeholders. Such events may include but are not limited to excursions and/or incursions.

The risk management process shall be conducted for each of the activities identified as a high risk or special event and shall be conducted prior to the scheduled timeframe for the event or activity.

All relevant stakeholders shall be informed of how the service intends to manage high level and special event risks and appropriate training and support for stakeholders will be made accessible.

Crisis and critical events

This may include emergency situations such as fire, flood, other natural disasters, external threats, evacuation etc.

Preventative measures shall be taken to prepare for critical events such as:

- Developing risk management/benefit/minimisation plans for possible emergency situations (e.g., fire, flood). Management plans may include strategies for overnight stays and/or food restrictions;
- Creating a 'storm pack' including a torch and batteries, radio, rations etc.

The details of the crisis or critical event shall be documented on a service incident report and shall include the projected impact on the stakeholders within the service, immediate actions, follow up actions and ongoing actions.

Immediate actions may include:

- Carrying out plans as per the service risk management process;
- Ensuring immediate safety of those involved;
- Administering first aid;
- Reassuring children and young people, families, employees, volunteers and students;
- Seeking assistance from emergency services and management;
- Accompanying children and young people or others to hospital by ambulance when necessary.

Follow up actions may include:

- Seeking access or referral to, appropriate counselling and critical incident debriefing services to provide support to those affected within the service including children and young people, families, employees and management.
- Observing children and young people's reactions and behaviour;
- Supporting children and young people to appropriately express thoughts and feelings;
- Providing a stable and nurturing environment with familiar routines;
- Supporting employees through team meetings and accessing relief employees to support when appropriate;
- Providing professional support and special leave when needed;
- Supporting families through meetings and written information;
- Managing media attention attracted by newspapers, radio and television through appropriate and effective methods of communication. This may involve nominating a media contact to manage the communication to ensure consistency of information and reduction in misinformation and speculation.
- Notifying the Regulatory Authority.

Ongoing actions may include:

- Monitoring and supporting children and young people, families, employees, volunteers and students;

- Evaluating emergency and critical event management plans.

Managing breaches of the Risk Management Strategy

Risk Management Plans for high risk activities and special events shall be monitored on a regular basis (annually or as required).

Information regarding the service’s risk management strategy shall be shared with all relevant stakeholders including employees and families on a regular basis.

Management shall have overriding responsibility for overseeing the implementation of the process and for ensuring that any breaches of the service strategy are immediately rectified.

Communication and support

Information shall be made accessible to families, volunteers and employees regarding the service policies and procedures in relevant handbooks as well as having access to a full copy of the service policies and procedures through borrowing from the service.

Information shall be dispersed to families, volunteers and employees through appropriate newsletters, flyers and other methods of communication.

Training materials and strategies shall be made available and accessible to help employees, volunteers and parents identify and manage risks of harm.

Section	Revision date
Written	December 2007
Last Reviewed / amended	January 2024

10.10 Managing Compliance within the Service Policy

The Service recognises that strategies must be in place to ensure ongoing compliance with relevant legislation. This policy is designed to identify the various legislation and government authorities where compliance is required and clear strategies for ensuring the service actively monitors compliance aspects.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Family and Child Commission Act 2014*
- *Working with Children and young people (Risk Management and Screening) Act 2000 and Regulations 2011*
- *Privacy Act 1988 and Regulations 2013*
- *Work Health and Safety Act 2011 and Regulations 2011*
- *Australian Government Child Care Service Handbook*
- *NQS Area 6.1.3; 7.1; 7.2.2, 7.2.3; 7.3.*
- *Policies: 8.2 – Educational Leader Policy, 10.1 – Quality Compliance Policy, 10.5 – Approval Requirements under Legislation Policy, 10.6 – Supervisor Certificate Policy, 10.7 – Insuring Risks Policy, 10.9 – Risk Management and Compliance Policy.*

Procedures

The service shall actively work towards compliance with:

- Education and Care Services National Law, 2010 and Regulations 2011;
- National Quality Standards for Education and Care Services and School Age Care;
- Family Assistance Law (Child Care Subsidy);
- Family and Child Commission Act 2014
- Working with Children and young people (Risk Management and Screening) Act 2000 and Regulations 2011
- Work Health and Safety Legislation;
- Child Protection Legislation.

Compliance monitoring strategies shall be implemented including:

- Developing compliance checklists for use within the service on a regular basis such as, safety checklists;

- Updating the compliance checklists on a regular basis or as new information regarding changes to the implementation of regulations, legislation or standards becomes available;
- Seeking reputable organisations to conduct external audits and to provide reports regarding compliance issues to the service on a regular basis;
- Acting on any relevant recommendations or notification to changes in compliance requirements immediately.

Information shall be made accessible to families, volunteers and employees regarding the service policies and procedures in relevant handbooks as well as having access to a full copy of the service policies and procedures at the service.

Information shall be dispersed to families, volunteers and employees through appropriate newsletters, flyers and other methods of communication.

Positive Notice Blue Card Compliance

All employees, volunteers and executive members of management must hold a current and valid Positive Notice for Child related Employment blue card.

Prospective paid employees shall not be engaged to work at the service until appropriate application for a blue card has been made. Required evidence of such application shall be maintained at the service.

A blue card register will be maintained at the service containing certified copies of blue cards of all employees, volunteers and executive members of management. The register shall be referred to by the Coordinator/Administrator on a regular basis to track expiry dates.

All employees, volunteers and executive members of management holding existing blue cards prior to their involvement with the service shall be required to complete appropriate documentation to have their engagement with the service recorded e.g., Authorisation to confirm a valid blue card.

All employees, volunteers and executive members of management shall be provided with information regarding their responsibilities in holding a blue card.

Section	Revision date
Written	December 2007
Last Reviewed / amended	January 2024

10.11 Management Code of Conduct Policy

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 6.1.2; 7.2.1; 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 10.2 – Role and Composition of Management Committee, 10.8 – Information Handling (Privacy and Confidentiality).*

Procedures

Management shall be provided with a copy of the service's code of conduct/code of practice or code of ethics prior to commencing their position.

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

Management shall be expected to consistently uphold the agreement during their time with the service.

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

Section	Revision date
Written	June 2007
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10.12 Information Technology Policy

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Family and Child Commission Act 2014*
- *Child Protection Act 1999 and Regulation 2000*
- *Privacy Act 1988 and Regulations 2013*
- *NQS Area: 1.1.1, 1.1.2, 1.1.5; 1.2.2; 3.2.2; 4.2.1; 5.2.1; 6.1.2; 6.2.1; 7.1.2; 7.2.1; 7.3.5.*
- *Policies: 2.13 – Use of Photographic and Video Images of Children and young people, 2.15 – Children and young people’s Belongings, 3.1 – Educational Program Planning, 6.2 – Provision of Resources and Equipment, 8.10 – Employee Orientation and Induction, 8.14 – Employee Online Social Networking, 10.8 – Information Handling (Privacy and Confidentiality).*

Procedures

Information technology shall be considered a valuable play and learning tool for school age children and young people attending school age care services and shall be included as an appropriate part of the overall program when accessible.

Information technology shall include computer equipment, games, internet access and other forms of communication technology including mobile phones, iPads and cameras.

Information technology accessible to children and young people such as the internet shall be monitored by educators. Approved mechanisms shall be put in place to ensure that children and young people who are able to access the internet at the service do not have access to inappropriate sites or information. Children and young people will be educated regarding the safe use of information technologies.

Educators shall not be permitted to use personal mobile phone cameras to take photos of children and young people.

Educators shall not be permitted to use personal digital (or manual) cameras to take photos of children and young people.

The service shall take precautions to ensure computer games accessible to children and young people are appropriate for the use of school age children and young people and that government classifications are followed where appropriate.

Online Social Networking

With the knowledge and consent of the Approved Provider, the Service may set up its own social networking (e.g., Facebook) page, with an aim to increasing communication with families and the school community.

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

Employees authorized to access the service's social networking page will adhere to the following guidelines:

- No identifying photos of children and young people will be posted without the express written permission from a parent or guardian being received;
- Under no circumstances are children and young people attending the service to be invited to participate in the service's social networking site;
- Only Information and/or comments relating to the activities and operations of the service will be posted on the service's social networking site;
- Only community members known to the service shall be invited i.e., teachers, school leaders etc.

Employees authorized to access the service's social networking site are also required to adhere to the participation guidelines as listed further in this policy.

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

When using social networking media, the following guidelines must be adhered to at all times:

- Offensive comments are not to be made about fellow employees online. This will be viewed as cyber bullying. Even if comments are not made directly, they may still be viewed indirectly by multiple people;

- Work-related problems, tasks and ventures should not be discussed online. Confidentiality must be maintained at all times;
- Be clear that your personal views are yours, and not necessarily the views of the service management and/or stakeholders;
- Management must approve any photos of employees in work uniform prior to being posted to the site. Photos are not to be placed online if they are of an unprofessional nature;
- If anything is posted online by others which may harm the reputation of the service, its employees or stakeholders, and you have the capacity to delete such information, the Approved Provider asks that you do so immediately.

If something potentially dangerous to the image or people of the service is found online, bring this to the attention of the P&C Services Manager. This should be done immediately and the information should not be shared with others.

Section	Revision date
Written	December 2007
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10.13 Purchasing Policy

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *P&C Accounting Manual*
- *P&C Operations Manual*
- *NQS Area: 2.2.1; 3.1.1; 3.2.2; 6.1.2; 7.1.1; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 6.2 – Provision of Resources and Equipment, 10.3 – Budgeting and Planning, 10.9 – Risk Management and Compliance, 10.15 – Asset Management.*

Procedures

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

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

All requests for purchases must be in writing to the P&C Services Manager. The responsibility for ordering shall be with the service Coordinator, P&C Services Manager or management representative.

Ordering and purchasing authority is restricted to the P&C Services Manager, Coordinators and Finance Manager. Such authority may be transferred should other employees be required to act up in this position, but shall be limited to amounts of no greater than \$150. This may include purchasing through petty cash or the appropriate use of service accounts e.g., grocery account.

Purchase limits extend to goods over \$500 for one single item or goods over and above 3 month budget forecast.

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

Management does not condone 'order splitting' so that purchases above the maximum limit are able to be made. Where the total cost of the intended purchase exceeds \$500 for a single item or is over

and above the budgeted expense for such items within a 3 month time frame, then further appropriate authority is to be obtained.

All purchases over \$1000 shall require three written quotes or research evidence depending on the scope of purchase.

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

Authorisation for purchases over \$500 may be approved in events of emergency where two approved members of management have been contacted and agreed to the expense. Documentation of such discussion shall be made and presented at the next approved P&C meeting.

All purchases and payments shall be accompanied by a purchase requisition which shall include the following information:

- Date of purchase;
- Supplier;
- Persons requesting purchase;
- Authorisation by two approved members of management;
- Purchase total.

The Approved Service Provider agrees to grant the P&C Services Manager authority to expend funds in accordance with the Bulimba State School OSHC Operating Guidelines in the following circumstances:

- To meet normal operational expenditure of the OSHC service, including:
 - Staff costs, including superannuation, provision of uniforms and staff training
 - Food and groceries
 - Programming costs, including vacation care programming and excursions
 - IT costs, including software charges and additional IT support
 - Administration costs, including office supplies, photocopying, phone, subscriptions, bank charges, insurance
- To meet operating costs for the OSHC, as provided in the OSHC budget as approved by the Association, including:
 - School usage charges
 - Resources for programming, e.g., toys, books, art & craft, sporting equipment, coaches
 - Maintenance
- To meet capital expenditure as provided for in the OSHC budget as approved by the Association.
- To meet other expenditure to a value of \$500 or less, where this will be incurred for the purposes of operating the OSHC service.

Approval must be sought at a P&C Association meeting before any funds not included in above can be committed or expended.

Section	Revision date
Written	June 2007
Last Reviewed / amended	January 2024

10.14 Record Back Up and Offsite Information Handling

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

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *A new Tax System (Family Assistance) Act 1999*
- *Privacy Act 1988 and Regulations 2013*
- *Privacy Amendment (Enhancing Privacy Protection) Act 2012*
- *NQS Area: 7.1.1; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 10.1 – Quality Compliance, 10.8 – Information Handling (Privacy and Confidentiality), 10.12 – Information Technology.*

Procedures

All computer systems including family files are saved on an Education Queensland Database which is backed up daily by Education Queensland. Some childcare management programs are web based and may be automatically updated by the software provider.

A back-up of the financial records of the service shall be done internally as well as on two appropriate external storage devices. One will be stored in a locked cupboard on premises and the other will be taken offsite by the Finance Manager and uploaded to cloud based storage. The backup device shall be returned to site on the following working day.

The Finance Manager and/or P&C Services Manager will ensure that the storage of the backup offsite is appropriate to ensure information is safe, secure and inaccessible to the public.

Services may use web based (cloud) data storage systems for back-up and archiving of records. To ensure the safety and security of service records, password protection may be considered.

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

Any data or memory sticks, external disk drives or other computer storage devices purchased by the service, shall remain the property of the service.

No employee shall be permitted to copy files onto personal storage devices or to email information off site other than to an approved off-site data storage company, unless express consent is provided by the Employer.

Data storage devices (external drives and back-ups) shall be checked weekly to ensure appropriate functioning.

Section	Revision date
Written	March 2008
Last Reviewed / amended	January 2024

10.15 Asset Management

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Accounting Manual for P&C Associations*
- *NQS Area: 3.1.1, 3.1.2; 3.2.2; 7.3.2.*
- *Policies: 6.2 – Provision of Resources and Facilities, 10.3 – Budgeting and Planning, 10.13 – Purchasing.*

Procedures

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

The register shall include categories such as:

- Furniture;
- Electrical Equipment;
- Sporting Equipment;
- Utensils and Food Handling;
- Arts and Crafts (other than consumables).

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

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

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

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

- Damaged;
- Aged;
- Other.
-

In the event that items are disposed of or written off, such items shall be reported to management using appropriate formats such as financial report or Coordinator's report and shall be duly recorded

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

Section	Revision date
Written	March 2008
Last Reviewed / amended	January 2024

10.16 Intellectual Property and Copyright

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

- Policies and procedures manuals;
- Handbooks;
- Operational Documents and Forms.

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Copyright Act 1968*
- *NQS Area: 7.1.2; 7.1.4; 7.3.2, 7.3.4.*
- *Policies: 8.2 – Educational Leader, 10.1 – Quality Compliance*

Procedures

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

If appropriate the document shall be further marked with the word's 'copyright' or the relevant symbol. The document shall also be labelled with the author of such document if considered appropriate.

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

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

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

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

Section	Revision date
Written	March 2008
Last Reviewed / amended	January 2024

10.17 Strategic Planning Policy

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Accounting Manual for Parents and Citizens' Associations*
- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *NQS Area: 3.1.1; 3.2.2; 3.3.2; 6.1.2; 7.2.3; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 6.2 – Provision of Resources and Equipment, 10.2 – role and Composition of Management Committee, 10.3 – Budgeting and Planning, 10.13 – Purchasing*

Procedures

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

The P&C Services Manager and Coordinators shall be involved in the process of strategic planning and shall provide the following documents/resources for a 12 month preceding time period to enable the process, including but not limited to:

- Audited financial reports and budget;
- Attendance patterns;
- List of Policies and Procedures;
- Calendar of Events;
- Marketing materials/strategy;
- Environmental sustainability;
- Others as required.

Service management may seek external support and advice in the process as required.

The process for planning strategically shall be guided by the resource "Growing Children and young people, Growing Business" (which is freely available online to all QCAN Members).

Section	Revision date
Written	August 2010
Last Reviewed / amended	January 2024

10.18 Court Orders & the Release of Children and young people in Care

The Service recognizes and acknowledges the diverse and changing circumstances of children and young people's families and shall endeavour to implement a best practice approach to managing the duty of care, whilst respecting the needs of parents and the legal environment surrounding family obligations.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Family and Child Commission Act 2014*
- *Family Law Act 1975*
- *Privacy Act 1988 and Regulations 2013*
- *Child Protection Act 1999 and Regulations 2000*
- *NQS Area: 2.3.2; 4.2.1; 6.1.1, 6.1.3; 6.2.2; 7.1.1, 7.1.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.4 – Arrivals and Departures of Children and young people, 9.2 – Enrolment, 9.3 – Communication with Families, 9.8 – Parent Conduct, 10.8 – Information Handling (Privacy and Confidentiality).*

Procedures

The service shall request that all families provide, upon enrolment of their child, certified copies of any legal documents and orders which may impact on the service to implement a duty of care.

The service shall request that all families, upon changing circumstances within the family unit, update their enrolment and provide certified copies of any legal documents and orders which may impact on the service to implement a duty of care.

The service shall inform all employees of the intent of the court orders whereas it applies to them and impact on their capacity to manage their own duty of care and that of the service towards the child/ren and family.

The service shall endeavour to release children and young people within the conditions as outlined in the certified documents and/or orders.

The service employees shall take a best practice approach to managing the needs of children and young people and families with care and sensitivity and work with families to support them in the provision of care for their children and young people.

Families with children and young people attending OSHC who have custodial or parenting plans in place are responsible for ensuring they comply with set requirements. The service shall endeavour to release children and young people within the conditions as outlined in the certified documents and/or orders. However, should the safety of other children and young people or educators be at risk, children and young people will be released and the custodial parent and/or police contacted immediately.

The service employees shall respect and maintain the confidential nature of the documents through application of privacy law.

Information requested by parents relating to a child under a court order or parenting plan will be subject to the conditions as per the court order/parenting plan.

Section	Revision date
Written	August 2010
Last Reviewed / amended	January 2024

10.19 Policy Development, Sourcing and Review

The Service recognizes and acknowledges the broad range of information sources including statutory documentation that is referred to and referenced either directly or indirectly in the development of policies and procedures.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *NQS Area: 6.1.2; 7.1.1; 7.2.1, 7.2.3; 7.3.2;*
- *Policies: 10.1 – Quality Compliance, 10.5 – Approval Requirements under Legislation, 10.10 – Managing Compliance within the Service*

Procedures

The service shall develop policies and procedures which reflect the true nature of the service's operations.

The service shall ensure that generic policy documents are reviewed and specified to meet the individual and unique circumstance of the service.

Sourcing of policies shall, where possible, include reference to expert documentation, resources, guidelines and principles as associated with such policy.

Sourcing of policies from electronic sources, including the internet, shall include a date in which such source was accessed. Policy sourcing should also be mindful of other provision such as copyright laws and appropriate referencing styles. Relevant Laws and other Provisions shall be articulated and considered also as policy reference and source points.

Policies shall be reviewed annually, according to a predetermined schedule or as required.

Policies shall be dated at ratification and for review.

Section	Revision date
Written	August 2010
Last Reviewed / amended	January 2024

10.20 Environmental Management Policy

OSHC Management recognise the need to ensure that activities undertaken through the program minimize environmental impact and are committed to establishing procedures that respect and care for our land and its resources.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Environmental Protection Act 1994, Environmental Protection Regulation 2008*
- *Work Health and Safety Act 2011 and Regulations 2011*
- *NQS Area: 3*
- *Policies: 3.1 – Educational Program Planning, 3.3 – Educator Practices, 4.12 – No Smoking, 4.13 – First Aid Waste Management, 5.5 – Cleaning and Sanitising, 6.5 – Use and Maintenance of Air Conditioning, 8.10 – Employee Orientation and Induction, 9.3 – Communication with Families, 9.3 – Communication with Community, 9.6 – Parent and Community Participation, 10.1 – Quality Compliance,*

Procedures

OSHC Management, in consultation with the service Coordinator, will develop procedures for relevant areas relating to environmental management and sustainability. Areas may include (but not limited to):

- Water usage;
- Energy efficiency;
- Waste management;
- Use of chemicals;
- Air quality;
- Care of animals and vegetation; and
- Consideration of the local environment.

Information will be provided to educators and families in regards to issues affecting the way the service is dealing with environmental issues.

The service will encourage links and networking with families and the community on environmental issues by keeping them informed of what the service is doing and being aware of what others can bring to the service.

Section	Revision date
Written	October 2013
Last Reviewed / amended	January 2024

10.21 Service Closures Policy

The Service acknowledges that there may be times when the service is required to close due to planned or unforeseen circumstances. The service recognises that effective communication procedures must be in place to ensure all families are notified if closure of the service is expected.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Australian Government DET Child Care Provider Handbook*
- *Child Care Service Handbook*
- *NQS Area: 7.3.2, 7.3.5*
- *Policies: 9.3 – Communication with Families, 9.3 – Communication with Community.*

Procedures

The service will operate as per the approved and advertised opening hours for each session of care where Child Care Subsidy is claimed unless approval is given by the regulatory authority (Early Childhood Education and Care (ECEC)) and the Department of Employment, Education and Workplace Relations (DEEWR).

The service will not close early due to children and young people being collected prior to the approved and advertised closing time, unless prior approval has been granted by the regulatory authority (Early Childhood Education and Care (ECEC)) and the Department of Employment, Education and Workplace Relations (DEEWR).

Closure of the service may occur in the following instances:

- Extreme weather conditions;
- Emergency situation, such as fire or other external threat;
- Loss of power and/or water.

Determination for closure will be made in consultation with management and/or other emergency services personnel, if relevant.

In the case of closure of the service, the Co-ordinator will:

- Contact families to collect the children and young people from the service;
- Ensure the safety of all children and young people and educators involved; and
- Contact the Business Manager.
- Notify the Regulatory Authority via closures.det.qld.gov.au

Section	Revision date
Written	October 2013
Last Reviewed / amended	January 2024

10.22 Determining the Responsible Person Policy

The purpose of this policy is to ensure the appointment of any Responsible Person at the service is suitable and able to fulfil the requirement of the role.

The day-to-day management and supervision of the service is a critical aspect of the management and compliance of the service. It is a function that impacts the standard of safety, and the quality of education and care for children and families.

The Responsible Person is tasked with managing the operations of the service for a particular session of care, ensuring that the service adheres to regulatory and policy obligations. They are also the primary point of communication and decision-making during operational hours. The assessment and appointment of an educator to a Responsible Person role is critical. The person should demonstrate the necessary knowledge, experience and management capability (compliance, leadership, professional judgement and communication skills) to oversee and direct work.

Records created to evidence the suitability of an educator to be the Responsible Person will be retained by the service.

Key Tasks and Responsibilities

Delegating responsibility	Both the Approved Provider and Nominated Supervisor can assess and appoint a suitable educator to the role of Responsible Person. The assessment of the educator's suitability must be documented, with their written (and informed) consent obtained.
Training and instruction	The Nominated Supervisor is responsible for making relevant training and instruction available for a Responsible Person to understand their role and duties.
Maintaining records	The Nominated Supervisor will maintain the records associated with the appointment and times an educator acts in this role.

Procedures

Appointing a Responsible Person

Where the Nominated Supervisor (or the Approved Provider) is not present during a session of care, a Responsible Person must be appointed to be in day-to-day charge of the service.

The suitability of relevant educator to act in the Responsible Person role will occur from time to time. With the Nominated Supervisor (or the Approved Provider) to undertake a review and offer to act in this capacity. The written (and informed) consent of the educator must be obtained before any allocation.

Assessing Suitability

In determining the Responsible Person, the Approved Provider and/or Nominated Supervisor must determine if that person is suitable. This means considering the capacity of this person to ensure children's safety and wellbeing, having regard to their qualifications, skills, knowledge, work experience age and history of compliance, includes the person's—

- Understanding of the Education and Care Services National Law and Regulations.
- Understanding of the service's policies and the responsibilities of the Responsible Person to carry out key procedures.

- Capacity to implement emergency and evacuation procedures.
- Ability to attend to parent inquiries and/or concerns.
- Capacity to supervise, manage and lead other educators.
- Ability to respond to incidents and critical events.
- Ability to effectively make written records of incidents.

Training and Instruction

The Nominated Supervisor will be informed by the suitability assessment in creating a relevant training plan for an educator appointed to a Responsible Person duty. They will ensure relevant instructions are available and accessible.

Record Keeping

Using a standardised template, the service will maintain a record the educator's suitability and consent to be the Responsible Person. Likewise, the service will maintain a record of the roster to evidence who the Responsible Person was for each session of care.

Notice of the Responsible Person

In accordance with regulatory requirements, a sign stating the name and position of the Responsible Person will be displayed at all times children are being educated and cared for. This signage will be displayed in the OSHC office in a location accessible and visible to parents.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.162 Offence to operate education and care service unless responsible person is present
- **Education and Care Services National Regulations:**
 - R.117A Placing a person in day-to-day charge
 - R.117B Minimum requirements for a person in day-to-day charge
 - R.145 Staff record
 - R.147 Staff members
 - R.151 Record of educators working directly with children
 - R.150 Responsible person
 - R.173 Prescribed information to be displayed
- **National Quality Standard:**
 - QA2 – Children's health and safety
 - QA7 – Governance and leadership.

Section	Revision date
Written	October 2013
Last Reviewed / amended	January 2024

10.23 Privacy Policy

The Service respects and supports the principles of privacy and confidentiality and complies with the Australian Privacy Principles in relation to information gathered and stored by the service. Personal information collected may include family, health or medical information however all information gathered is relevant to ensure quality care is provided to the children and young people and families who use the service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Privacy Act 1988 and Regulations 2013*
- *Privacy Amendment (Notifiable Data Breaches) Act 2017*
- *NQS Area: 1.1.4; 1.2.1, 1.2.3; 2.1.1; 2.3.3, 2.3.4; 4.2.1; 6.1.1, 6.1.3; 6.2.1; 6.3.2, 6.3.3, 7.1.1, 7.1.2, 7.1.5; 7.2.1; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.10 – Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm, 2.13 – Use of Photographic and Video Images of Children and young people, 3.10 – Observational Recording, 8.3 – Recruitment and Employment of Educators, 8.8 – Employee Performance Monitoring, Review and Management*

Procedures

Through the procedures of this policy, the Service complies with the Australian Privacy Principles (APPs) from the *Privacy Amendment (Enhancing Privacy Protection) Act 2012*.

The service aims to manage personal and sensitive information in an open and transparent way, with clear guidelines relating to the collection and storage of personal information.

For the purposes of providing child care and in order to fulfil its duty of care to families and children and young people using the service, the following information is collected from parents/guardians through the enrolment process:

- Full name, address, contact numbers, date of birth and Centrelink reference number for each parent/guardian;
- Full name, address and contact number of emergency contact nominees;
- Family cultural information;
- Children and young people's medical details;
- Children and young people's dietary requirements;

Enrolment forms containing personal information are stored in a secure and confidential storage facility within the OSHC office. The Coordinator/Approved Provider or their nominated representative shall have access to this confidential information however, in order for the service to provide quality care to each child, permission will be sought to enable the provision of certain information to be shared amongst the educator team.

Personal and sensitive information may be collected throughout the course of providing care to children and young people.

Family enrolment and other personal information can be accessed for the purposes of correcting information held by the service. Requests must be made to the Coordinator/Nominated Supervisor/Approved Provider and will include verification of the right to access such personal information.

Individuals have the option of not identifying themselves or using a pseudonym when dealing with the service in particular circumstances, such as complaints processes however, this may limit the capacity of the service to effectively deal with issues as a result.

Grievances and complaints relating to the service's handling of personal information must be in writing and will be dealt with as per the service's Complaints Handling Policy.

Through the family enrolment process, permission will be sought for personal and private information to be shared with other health and/or medical professionals, if necessary, in order to ensure the health and wellbeing of children and young people attending the service.

References

Australian Government. (2014, January). *Privacy Fact Sheet 17*. Retrieved from Office of the Australian Information Commissioner.

Section	Revision date
Written	August 2014
Last Reviewed / amended	January 2024

10.24 Single Staff Member Policy

The Approved Provider is responsible for ensuring the safety of the children and young people in its care and employees of the service. This policy and procedure has been developed to minimise the potential risks where the service operates with a single educator is on duty and working with the children and young people.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Working with Children and young people (Risk Management and Screening) Act 2000 and Regulations 2011*
- *Work Health and Safety Act 2011 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Duty of Care*
- *NQS Area: 2.3; 4.1, 4.2.1; 5.1; 6.1.3; 7.1, 7.3.2, 7.3.3, 7.3.5*
- *Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and young people and the Protection of Children and young people from Harm, 2.3 – Educator Ratios, 2.14 – Bookings and Cancellations, 3.11 – Escorting Children and young people, 7.2 – Drills and Evacuations, 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.10 – Employee Orientation and Induction, 8.13 – Employee Health, 9.2 – Enrolment, 9.3 – Communication with Families, 10.9 – Risk Management and Compliance, 10.22 – Determining the Responsible Person.*

Procedures

In determining the need for the service to operate with a single staff member, Management will be guided by the Education and Care Services National Regulations 2011 and the specific provisions for Queensland, which set out the following:

- A maximum of 15 school age children and young people to 1 educator;
- Educators must be working directly with children and young people to be included in the ratios.

The Service may operate with a single educator during certain periods of care (such as before school care), where attendances are below the educator/child ratio requirements as per the Education and Care Services National Regulations 2011.

A supervisory management plan, to guide practice when using a single educator ratio model, will be developed in consultation with management, educators, families and children and young people and will consist of procedures relating (but not limited) to:

- Injury, illness or trauma to educators;
- Toileting procedures for educators;
- Managing children and young people's behavior incidents;
- Managing attendance of children and young people with no booking; or
- Injury, illness or trauma to children and young people which requires significant individual attention of the educator.

Educators delegated to work in the capacity of a single staff member will be determined by the approved provider as a responsible person, with the relevant notification at the service to be visible at the parent area.

The approved provider will ensure that the educator delegated to work as the single staff member (whether or not the nominated supervisor), has the required academic qualifications, first aid qualifications, anaphylaxis management and emergency asthma management training as prescribed under the Education and Care Services National Regulations 2011.

The approved provider will ensure that any educator delegated to work as the single staff member will have provided to them, and be kept on site, details of an emergency contact as well as details of any relevant medical conditions that could result in medical attention being required (e.g., diabetes).

To ensure the correct educator/child ratios are adhered to, parents/guardians will be requested to make a booking for their child as soon as reasonably possible. (See Policy 2.14 - Bookings and Cancellations).

In the event that children and young people arriving at the service for care without notice will put the service in breach of educator/child ratios, the responsible person in charge will implement procedures as per the service supervisory management plan.

The approved provider will ensure that the single educator on duty has access to an operating telephone (mobile or fixed) whenever children and young people are being cared for.

The name and telephone number of nominated contacts (who are on call and available when the service is operating) will be clearly displayed near the service telephone.

Emergency procedures and evacuation plans are developed in consultation with the children and young people and are on display at all times. Children and young people will be made aware of procedures required in the event of an emergency situation involving the single educator. This may include contacting another adult or the emergency services. These procedures will be practiced regularly.

Section	Revision date
Written	November 2015
Last Reviewed / amended	January 2024

10.25 OSHC Service Social Media Guidelines

The service recognises that social media networking sites and other internet applications are effective methods for communicating with families who use the OSHC service and are committed to ensuring and promoting safe and positive communications. This policy aims to establish guidelines and procedures for the set-up and ongoing administration of the OSHC social media pages/sites with the intention to ensure all communications are appropriate.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Guardian Act 2014*
- *Child Protection Act 1999 and Regulations 2000*
- *Privacy Act 1988 and Regulations 2013*
- *Code of Conduct*
- *NQS Area: 4.2.1; 6.1.2, 6.1.3; 7.1.1, 7.1.2, 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.1 – Respect for Children and young people, 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and young people and the Protection of Children and young people from Harm, 2.8 – Anti-bullying, 2.13 – Use of Photographic and Video Images of Children and young people, 2.18 – Cyber-bullying, 8.9 – Employee Code of Conduct, 8.10 – Employee Orientation and Induction, 8.14 – Employee Online Social Networking, 8.22 – Educator Interactions – Professional Boundaries, 9.3 – Communication with Families, 9.4 – Communication with Community, 9.5 – Complaints Handling, 9.8 – Parent conduct. 10.8 – Information Handling (Privacy and Confidentiality), 10.12 – Information Technology.*

Procedures

Definition

‘Social Media’: refers to any online tools or functions that allow people to communicate via the internet.

This includes, but is not limited to, websites and applications such as:

- Social networking sites: Facebook, LinkedIn, Instagram, Snapchat;
- Video and photo sharing websites: YouTube, Flickr, Story Park, Notebook Homeroom, Zoom
- Blogging and micro blogging sites: Twitter.

Management Responsibilities

The privacy and confidentiality of families, children and young people, management and employees of the OSHC Service is of paramount importance therefore the Approved Provider will ensure guidelines are established to monitor all social media communications.

The Approved Provider will authorise the establishment of all OSHC Service social media communication methods using the following guidelines for administration:

- A minimum of two administrators will be delegated to approve and monitor social media activity;
- Privacy settings will be defined to ensure delegated administrators approve any posts before being made public;
- Inappropriate posts and comments will be deleted and dealt with in accordance with this policy and procedures.

Management will develop guidelines for educators regarding their participation with families currently connected with the education and care service on social media sites such as Facebook and Twitter (see Policy 8.14 – Staff Online Social Networking)

Information, photographs and/or videos related to educators, children and young people or families will not be disclosed or published on the service social media site without written consent from that individual or their family.

Communication

The Service will use social media to support rather than replace already established family communication methods.

The Service social media site will be used as a tool for sharing information and program updates with OSHC families and may include (but not be limited to) the following:

- General service notices and reminders;
- Promotion of upcoming service and/or community events;
- Seeking ideas and suggestions on service program and operations;
- Providing important links and information relating to children and young people's health and well-being;
- Reaffirming details provided through other family communication sources such as newsletters, notices and flyers;
- Photographs depicting daily events, environment and activities.

Through the Family Handbook, information will be provided with regard to expectations for family communication with the Service which may include comments and posts through social media.

Permissions/Authorisations

All social media posts which include children and young people will be unidentifiable in nature. Any photos or information that may identify a child will not be posted unless explicit, written consent is given by an authorised nominee of the child.

Educators and volunteers engaged with the service must authorise in writing, the sharing and publication of information, photos and/or images of themselves, prior to being posted on any social media sites.

Delegated administrators will have discretion to approve/deny access to the Service's social media site.

Policy Breach

All grievances and/or complaints in relation to use of the Service's social media will be dealt with as per the Complaints Handling Policy (see Policy 9.5).

Misuse of social media can have serious consequences for the Approved Provider, OSHC Service, its employees and families therefore any party that posts negative or defamatory comments on the Service's social media sites will be reported to the administrator.

Continued posting of negative and/or defamatory comments will result in the offending party being blocked from the Service's social media accounts.

The Nominated Supervisor/Coordinator is responsible for ensuring adherence to these social media guidelines. This includes undertaking appropriate investigation of any suspected or identified breach. In the event of serious misconduct, procedures as per the relevant Service policy will be followed

References

Department of Education, Training and Employment. (2013). P&C's Social Media Guide. Retrieved from P&C's Qld: <http://www.pandcsqld.com.au/documents/2013/11/pc-social-media-guide.pdf>

Section	Revision date
Written	November 2015
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10.26 Continuous Improvement Policy

The service acknowledges and recognises that continuous improvement is an important part of the National Quality Framework and takes a proactive approach to establishing effective processes and systems for evaluating and reviewing current practices and identifying area and practices for improvement.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *'My Time, Our Place' Framework for School Age Care in Australia*
- *NQS Area: 1; 2; 3; 4; 5; 6; 7.*
- *Policies: 8.1 – Role and Expectations of Educators, 8.10 – Employee Orientation and Induction, 9.6 – Parent and Community Participation, 10.1 – Quality compliance, 10.5 – Approval Requirements under Legislation, 10.10 – Managing Compliance within the Service.*

Procedures

Continuous improvement is an ongoing process. The approved provider and nominated supervisor will actively work towards developing a culture of self-assessment and continuous improvement in every aspect of service operations.

The coordinator shall be responsible for developing a continuous improvement process which should include regular reviews of the compliance and quality of current service and educator practices.

As part of the Service's overall continuous improvement process, all National Quality Standard elements and areas will be reviewed on a regular basis in order to identify:

- Effectiveness of current practice for children and young people, families and educators;
- Improvements to current practices, procedures and service routines;
- Changes to be implemented as a result of review.

All Stakeholders (management, educators, families and children and young people) will be encouraged to be involved in the Service's continuous improvement process with ideas and suggestions for practice improvements welcomed.

To comply with regulatory requirements, the Approved Provider will ensure that a Quality Improvement Plan is prepared for the service that:

- Includes the assessment of the quality of practices of the service against the NQS and the National Regulations

- Identifies areas considered may require improvement; and
- Contains a statement of philosophy of the service.

The Approved Provider will ensure that the Service's Quality Improvement Plan is reviewed and revised

- At least annually; and/or
- When directed by the Regulatory Authority
- The Approved Provider will submit the Service's current Quality Improvement Plan to the Regulatory Authority on request.

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10.27 Record Keeping Policy

The service acknowledges its duty to document and maintain appropriate employee, family and children and young people records in line with regulatory requirements. This policy outlines the types of records kept by the service as well as the procedure for secure storage and/or archiving of such records.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Child Protection Act 1999 and Regulations 2000*
- *Privacy Act 1988 and Regulations 2013*
- *Work Health and Safety Act 2011 and Regulations 2011*
- *Children and young people's Services Award (State) 2012*
- *Parents and Citizens Associations Award (2016)*
- *Commonwealth Child Care Act 1972 (Child Care Benefit)*
- *Working with Children and young people (Risk Management and Screening) Act 2000 and Regulations 2011*
- *Australian Child Care Provider Handbook*
- *NQS Area: 1; 2; 3; 4; 5; 6; 7.*
- *Policies: 8.1 – Role and Expectations of Educators, 8.10 – Employee Orientation and Induction, 9.6 – Parent and Community Participation, 10.1 – Quality compliance, 10.5 – Approval Requirements under Legislation, 10.10 – Managing Compliance within the Service.*

Procedures

Records to be kept in relation to the Service

The Service shall keep a record of any compliance matters, including:

- Details of any amendment of the Service Approval including:
 - The reason stated by the Regulatory Authority for the amendment;
 - The date on which the amendment took, or takes, effect;
 - The date (if any) that the amendment ceases to have effect;
- Details of any suspension of the Centre approval (other than a voluntary suspension), including:
 - The reason stated by the Regulatory Authority for the suspension;
 - The date on which the suspension took, or takes, effect;
 - The date that the suspension ends.

- Details of any compliance direction or compliance notice issued to the approved provider in respect of the service, including:
 - The reason stated by the Regulatory Authority for issuing the direction or notice;
 - The steps specified in the direction or notice;
 - The date by which the steps specified must be taken.

The compliance records must not include any information that identifies any person other than the approved provider.

Records required to be kept in order to comply with requirements of Child Care Subsidy (CCS)

- Complaints made to the provider, or to any of the services of the provider, relating to compliance with the Family Assistance Law
- Record of attendance for each child for whom care is provided (regardless of eligibility for Child Care Subsidy and/or Additional Child Care Subsidy, including records of any absences from care)
- Statements or documents demonstrating that Additional absence days in excess of the initial 42 absence days meet the criteria
- Copies of invoices and receipts issued in relation to the payment of child care fees
- Copies of all Statements of Entitlement issued and any statements issued to advise of a change of entitlement.

Providers must also keep a written record of the following, even if they would not otherwise record them in writing:

- Any notice given to a state or territory body about a child at risk of abuse or neglect
- Copies of the evidence and information provided with an application for approval about persons with management or control of a provider and persons responsible for the day-to-day operation of a service
- Any evidence or information produced to obtain police checks and working with children and young people checks for personnel and to support any statements about these checks in an application for provider or service approval.
- Written records include records that are made and stored electronically, as long as they are stored safely and any changes, apart from incidental changes related to their storage and display, are also recorded.

- Providers must keep written records of all required background checks for all specified personnel.
- Records must be kept for seven years.

Records required to be kept by the Service in relation to building and environmental safety include (but not limited to):

- Annual Occupiers' Statements;
- Certificate of Building Classification;
- Fire and Evacuation Plan for each building;
- Evacuation Signs and Diagrams for each evacuation route;
- Emergency evacuation/lockdown evaluation records;
- Personal Emergency Evacuation Plan (PEEP) for any individual who cannot use the normal evacuation procedures;
- Maintenance records for all fire safety equipment.

Records to be kept in relation to Educators

For the purposes of this policy, the term educators includes (but is not limited to) the educational leader, volunteers, vocational students and responsible persons. Staff records for all educators (including the nominated supervisor) will include:

- Full name, address and date of birth of the person;
- Evidence of any relevant qualifications held by the person; or if applicable, that the person is actively working towards that qualification;
- Evidence of any approved training (including first aid training) completed by the person;
- Clear copy of positive notice for child related employment (Blue Card).

The staff record must include the name of the person designated as the educational leader.

The staff record must include the full name, address and date of birth of each student or volunteer who participates at the service. The Service must also keep a record for each day on which the student or volunteer participates at the Service, the date and the hours of participation.

The approved provider must keep a record of educators working directly with children and young people that includes the following information:

- The name of each educator who works directly with children and young people being educated and cared for by the Service;
- The hours that each educator works directly with children and young people being educated and cared for by the Centre (rosters and timesheets).

The Service will keep a record of the responsible persons who have delegated their authority to be placed in day to day charge of the Service. The staff record will identify the name of the responsible person at the Service for each time that children and young people are being educated and cared for by the Service.

The approved provider will maintain all employment records and other relevant employee documentation for educators including (but not limited to):

- Timesheets and/or wage books;
- Personal information including next of kin and medical information;
- Employee contracts, letters of employment, etc.;
- Records of any work, health and safety incident or injury.

Records to be kept in relation to children and young people and families

The Service will ensure that an enrolment record is kept for each child that includes (as a minimum) the following information:

- The full name, gender, date of birth and address of the child;
- The name, address and contact details of:
 - Each known parent of the child;
 - Any person who is to be notified of an emergency involving the child if any parent of the child cannot be immediately contacted;
 - Any person who has been given permission by a parent or family member to collect the child from the Service;
 - Any person who is authorised to consent to medical treatment of, or to authorise administration of medication to, the child;
 - Any person who is authorised to authorise an educator to take the child outside the Service's approved area.
- Clear copies of any court orders, parenting orders or parenting plans relating to the child's residence; to powers, duties, responsibilities or authorities of any person in relation to the child or access to the child; or the child's contact with a parent or other person.

- The language used in the child's home;
- The cultural background of the child and, if applicable, the child's parents;
- Any special considerations for the child, for example any cultural, religious or dietary requirements or additional needs;
- An authorisation, signed by a parent or a person named in the enrolment record as authorised to consent to the medical treatment of the child, for the Service to seek:
 - Medical treatment for the child from a registered medical practitioner, hospital or ambulance service;
 - Transportation of the child by an ambulance service.
- If relevant, an authorisation for the Service to take the child on regular outings;
- The child's Medicare number and the name, address and telephone number of the child's registered medical practitioner or medical service;
- Details of any specific healthcare needs of the child, including:
 - Any medical condition;
 - Allergies, including whether the child has been diagnosed as at risk of anaphylaxis;
 - Any medical management plan, anaphylaxis medical management plan or risk minimisation plan to be followed with respect to a specific healthcare need, medical condition or allergy;
 - Details of any dietary restrictions for the child;
 - The immunisation status of the child;

The Service shall ensure that children and young people's attendance records are kept and shall include:

- The full name of each child attending;
- The date and time each child arrives and departs;
- A signature of one of the following persons at the time that the child arrives and departs:
 - The person who delivers the child to the education and care service premises or collects the child from the education and care service premises; or
 - The nominated supervisor or an educator.

The service will keep a medication record for all children and young people enrolled at the service. The records will include:

- The name of the child;

- The authorisation to administer medication (including, if applicable, self-administration), signed by a parent or a person named in the child's enrolment record as authorised to consent to administration of medication;
- The name of the medication to be administered;
- The time and date the medication was last administered;
- The time and date, or the circumstances under which, the medication should be next administered;
- The dosage of the medication to be administered;
- The manner in which the medication is to be administered.

If the medication is administered to the child, or the child self-administers their medication, the record must include:

- The dosage that was administered;
- The manner in which the medication was administered;
- The time and date the medication was administered;
- The name and signature of the person who administered the medication;
- The name and signature of the educator witness to the dosage and administration.

The service must ensure that an incident, injury, trauma and illness record is kept in accordance with regulatory requirements. The incident, injury, trauma and illness record must include:

- Details of any incident in relation to a child or injury received by a child or trauma to which a child has been subjected while in care, including:
 - The name and age of the child;
 - The circumstances leading to the incident, injury or trauma; and
 - The time and date the incident occurred, the injury was received, or the child was subjected to the trauma.
- Details of any illness which becomes apparent while the child was in care including:
 - The name and age of the child;
 - The relevant circumstances surrounding the child becoming ill; and
 - The time and date of the apparent onset of the illness.

- Details of the action taken by the service in relation to any incident, injury, trauma or illness which a child has suffered while in care, including:
 - Any medication administered or first aid provided;
 - Any medical personnel contacted;
 - Details of any person who witnessed the incident, injury or trauma;
 - The name of any person the service notified or attempted to notify;
 - The time and date of the notifications or attempted notifications;
 - The name and signature of the person making an entry in the record, and the time and date that the entry was made;

The information above must be recorded as soon as practicable, but not later than 24 hours after the incident, injury or trauma, or the onset of the illness.

Child Records

Type of Record	Retention Period	Law/Regulation/Standards
Child Enrolment	Until the end of 3 years after the child's last attendance	Education and Care Services National Regulations 2011 (National Regulations) 160,183
Child attendance	Until the end of 3 years after the record was made	National Regulations 158 - 159, 183
Child assessment/evaluation for the delivery of the educational program	Until the end of 3 years after the child's last attendance	National Regulations 74, 183
Incident, injury, trauma and illness record	Until the child is 25 years old	National Regulations 87, 183
Medication record	Until the end of 3 years after the child's last attendance	National Regulations 92, 183
Death of a child while being educated and cared for by the service	Until the end of 7 years after the death	National Regulations 12, 183

<p>Records to support the Child Care Management System {CCMS) and administration of Child Care Benefit including:</p> <ul style="list-style-type: none"> • Online Weekly Attendance Record Reports • Special instances (child at risk/hardship • Enrolment records • Additional absences • CCS eligible hours / forms completed by parents 	<p>For 36 months from the end of the calendar year in which the care or event recorded occurred</p>	<p>A New Tax System {Family Assistance) Act 1999</p>
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Staff Records

Type of Record	Retention Period	Law/Regulation/Other Provision
<p>Appointed Nominated Supervisor Designated Educational Leader Records for all staff (including students and volunteers):</p> <ul style="list-style-type: none"> • Working with Children and young people Checks • Personal particulars • Timesheets (days and hours of work) 	<p>Until the end of 3 years after the staff member works for the service</p>	<p>National Regulations 145</p>
<p>Record of volunteers and students</p>	<p>Until the end of 3 years after the volunteer or student attended the service</p>	<p>National Regulations 149</p>
<p>Record of the responsible person in day-to-day charge including</p>	<p>Until the end of 3 years after the staff member works for the service</p>	<p>National Regulations 150,177</p>

Certified Supervisors place in day-to-day charge		
Record of educators working directly with the children and young people {e.g., staff rosters}	Until the end of 3 years after the staff member works for the service	National Regulations 151

Work Health Safety Records

Type of Record	Retention Period	Law/Regulation/Other Provision
A Notifiable Incident (one which results in death of an employee, serious injury or serious illness or involves a dangerous incident)	Must be kept for 5 years for workers	Work Health and Safety Regulations 2011
Accident Registers	Retain for 70 years	Queensland State Archives General Retention and Disposal Schedule for Administrative Records: Information Standard 31: Retention and Disposal of Public Records
Accident and Incident Reports	Retain for 70 years	
Risk Assessments	Retain for 7 years after last action	

Governance Records

Type of Record	Retention Period	Law/Regulation/Other Provision
Evidence of current public liability insurance (Certificate of currency). This does not apply if the insurance {or indemnity} is provided by a state or territory government	Available for upon inspection at service	National Regulations 29, 30, 180
Record of service's compliance history	Until the end of 3 years after the Approved provider operated the service	National Regulations 167

Quality Improvement Plan	Current plan is to be kept	National Regulations 31, 35
Records of wages and payslips including PAYG tax and superannuation payments/contributions, leave and WorkCover entitlements	Must be kept for 7 years.	The Fair Work Act 2009 and Regulations 2009
Revenue and expenditure including ledgers, reconciliation records, cash/petty cash books, cheque books, payment records, salary payment records/sales and purchase invoices, and receipt and revenue records. Included also: Banking activities and transactions Credit Card facilities Financial reports and audits Contracts and agreements Loans/investments/Grant funding Records of wages and payslips including Taxation Records including BAS, tax payment records including PAYG, GST and Payroll tax Budget records	Retain for 7 years after the financial year to which the records relate (after expiry/termination of contract)	Queensland State Archives General Retention and Disposal Schedule for Administrative Records: Information Standard 31: Retention and Disposal of Public Records (issued under the authority of the state archivist in s.25 of the Public Records Act 2002.
Copies of awards and agreements	Retain copies until award has been superseded	
Disputes - major impact	Retain permanently	
Disputes - minor impact	Retain for 7 years after last action	

Records relating to internal grievance cases	Retain for 7 years after last action	
Records relating to incidences of discrimination/sexual harassment	Retain for 7 years after last action	
Records of committee/management group meetings (minutes)	Retain permanently	

Confidentiality and storage of records

Documentation collected by our service will be stored in a safe and secure location for the relevant time periods as set out above and only made accessible to relevant and authorised individuals.

If the service is transferred to another Approved Provider under the law, documents relating to a child will not be transferred without the express consent of the child’s parents.

The service will ensure that information kept in a record is not divulged or communicated through direct or indirect means to another person other than:

- The extent necessary for the education and care or medical treatment of the child to whom the information relates;
- A parent of the child to whom the information relates, except in the case of information kept in a staff record;
- The Regulatory Authority or an authorised officer;
- As expressly authorised, permitted or required to be given by or under any Act or law; and
- With the written consent of the person who provided the information.

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10.28 Hardship and Administration of Additional Child Care Subsidy Policy

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

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Australian Government Child Care Provider Handbook, July 2018*
- *NQS Area 7*
- *Policies: 10.4 - Fees 10.30 - Conflict of Interest*

Procedures

The service shall maintain a current copy of the Australian Government Child Care Provider Handbook on site.

Additional Child Care Subsidy

Providers are centrally involved in identifying children and young people who require extra support through Additional Child Care Subsidy (child wellbeing).

Providers are not involved in making applications for the other types of Additional Child Care Subsidy, although they may wish to help families who they think may be eligible by encouraging them to contact Centrelink and apply for additional assistance. Providers will be advised of individuals using their service who are receiving these other payments. An overview of these types of Additional Child Care Subsidy is available in the Australian Government Child Care Provider Handbook.

Additional Child Care Subsidy (child wellbeing) provides additional child care fee assistance to an individual (or provider) in respect of children and young people at risk of serious abuse or neglect. It helps to address cost barriers families may experience, so that children and young people can either enter or remain engaged with child care.

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

- serious physical, emotional or psychological abuse, or
- sexual abuse, or
- domestic or family violence, or

- neglect.

The Minister’s Rule sets out in detail the circumstances when a child is taken to be at risk of serious abuse or neglect for the purposes of Additional Child Care Subsidy (child wellbeing).

The definition of ‘at risk’ includes situations where the child is likely to experience those circumstances in the future (for example, the future risk is ‘real and apparent’). This allows families to be eligible for the subsidy at the appropriate earliest point and potentially before they are known to a child protection agency.

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

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

- A. Giving an Additional Child Care Subsidy (child wellbeing) certificate
- B. Additional Child Care Subsidy (child wellbeing) determination.

Services should refer to the Australian Government Child Care Provider Handbook, July 2018 for further information on how to access ACCS.

Other Hardship

On a case by case basis, the Approved Provider may consider written requests for support from the Approved Provider when the hardship does not meet the threshold for ACCS, however under Family Assistance Law the service is unable to waive the gap/parent’s co-contribution.

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10.29 Conflict of Interest Policy

The service is committed to ensuring that business and operational decisions are not negatively impacted by either a perceived or real conflict of interest. In the interests of transparency, accountability and probity, the following guiding principles and procedures for identifying, declaring and dealing with conflicts of interest will be followed by the service's executive, employees and volunteers. For the purpose of this policy, conflict of interest also includes a potential conflict of interest.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *NQS Area 7*
- *Policies: 10.10 Managing Compliance within the Service, 10.11 – Management Code of Conduct*

Procedures

How does conflict of interest arise?

A conflict of interest occurs when the private interests of a service executive, employee or volunteer come into conflict with their duty to act in the best interests of the organisation. Conflicts of interest are particularly relevant where the executive, employee or volunteer has a decision-making role.

Conflicts of interest are not wrong in themselves and can happen without anyone being at fault. However, it is vital that they are disclosed and managed effectively to ensure that the service executive, employees and volunteers perform their duties in a fair and unbiased way.

Personal interests that can give rise to conflicts may be pecuniary, involving an actual or potential financial gain, or non-pecuniary without any financial element.

Identifying direct and indirect conflict of interest

A direct interest is a reasonable likelihood that the circumstances of the person (including a company) would be directly altered if a matter is decided in a particular way, including a reasonable likelihood that:

- The person will receive a direct financial benefit or loss; and
- The residential amenity of the person will be directly affected.

The five types of indirect interest include:

1. Close association;

2. Indirect financial interest;
3. Conflicting duty;
4. Receipt of an applicable gift; and
5. Becoming an interested party

Declaring and reporting conflict of interest

It is the responsibility of the executive, employee or volunteer to make a declaration of the conflict of interest as soon as this becomes known to the person. This declaration should be made to the relevant person in the organisation. All conflicts of interest should be reported to committee members.

Dealing with resolving conflict of interest

The main ways resolution can be achieved are:

- Restrict;
- Recruit;
- Remove; and/or
- Relinquish

Restricting the person with the conflict in the participation of decision making is an appropriate method where the conflict is not likely to arise frequently.

Recruiting an independent person to oversee all or part of the process is an appropriate method where the conflict is more significant and needs more practice management.

Removing the person with the conflict from the process is appropriate where there is ongoing serious conflict of interest and restriction or recruitment is not practical or feasible.

Relinquishing the private interest that gives rise to the conflict.

A record shall be made of the conflict of interest and how it was resolved.

Ongoing management of conflict of interest

The service will manage conflicts of interest by:

- Including information on processes for managing conflicts of interest in documents aimed at external stakeholders as relevant;
- Ensuring employees complete a statement of private interests (such as secondary employment and/or business dealings) on commencement, annually or at another appropriate time;
- Putting processes in place to ensure that statements of interest are updated at regular intervals;
and
- Formally recording arrangements for addressing each conflict so that the agency can demonstrate how each conflict of interest was managed.

References

<http://www.icac.nsw.gov.au/preventing-corruption/knowning-your-risks/conflicts-of-interest/4897>

http://www.macquarielawyers.com.au/files/How_To_Identify_A_Conflict_Of_Interest.pdf

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10.30 Managing Non-compliance of Reportable Incidents

The service recognises that strategies must be in place to ensure ongoing compliance with relevant legislation. This policy is designed to identify the various legislation and government authorities where compliance is required and clear strategies for ensuring the service actively monitors compliance aspects.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Family and Child Commission Act 2014*
- *Working with Children and young people (Risk Management and Screening) Act 2000 and Regulations 2011*
- *Australian Government Department of Education Child Care Provider Handbook*
- *Privacy Act 1988 and Regulations 2013*
- *Work Health and Safety Act 2011 and Regulations 2011*
- *NQS Area 6.1.3; 7.1; 7.2.2, 7.2.3; 7.3.*
- *Policies: 8.2 – Educational Leader Policy, 10.1 – Quality Compliance Policy, 10.5 – Approval Requirements under Legislation Policy, 10.6 – Supervisor Certificate Policy, 10.7 – Insuring Risks Policy, 10.9 – Risk Management and Compliance Policy.*

Procedures

The service shall actively work towards compliance with:

- Education and Care Services National Law, 2010 and Regulations 2011;
- National Quality Standard for Education and Care Services and School Age Care;
- Commonwealth Child Care Act 1972 (Child Care Benefit);
- Family and Child Commission Act 2014
- Working with Children and young people (Risk Management and Screening) Act 2000 and Regulations 2011
- Work Health and Safety Legislation; and
- Child Protection Legislation.

Compliance monitoring strategies shall be implemented including:

- Developing compliance checklists for use within the service on a regular basis such as, safety checklists;
- Updating the compliance checklists on a regular basis or as new information regarding changes to the implementation of regulations, legislation or standards becomes available;
- Seeking reputable organisations to conduct external audits and to provide reports regarding compliance issues to the service on a regular basis; and
- Acting on any relevant recommendations or notification to changes in compliance requirements immediately.

The service will keep a record of its compliance history and to make it accessible upon request. The history must include:

- Any amendments to Service Approval made by the Regulatory Authority;
- Details of any suspension of the service approval; and
- Details of any compliance direction or compliance notice issued to the Approved Provider in respect of the service.

Information shall be made accessible to families, volunteers and employees regarding the service policies and procedures in relevant handbooks, as well as having access to a full copy of the service policies and procedures at the service.

Information shall be dispersed to families, volunteers and employees through appropriate newsletters, flyers and other methods of communication.

Positive Notice Blue Card Compliance

All employees, volunteers and executive members of management must hold a current and valid Working with Children and young people blue card.

Prospective paid employees shall not be engaged to work at the service until appropriate application for a blue card has been made. Required evidence of such application shall be maintained at the service.

A blue card register will be maintained at the service containing certified copies of blue cards of all employees, volunteers and executive members of management. The register shall be referred to by the coordinator/administrator on a regular basis to track expiry dates.

All employees, volunteers and executive members of management holding existing blue cards prior to their involvement with the service shall be required to complete appropriate documentation to have their engagement with the service recorded e.g., Authorisation to Confirm a Valid Blue Card.

All employees, volunteers and executive members of management shall be provided with information regarding their responsibilities in holding a blue card.

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10.31 Promoting and Protecting Human Rights

The Approved Provider, in providing an OSHC service on behalf of the state, recognises its duties are a *public entity* as defined within the *Human Rights Act (Qld) 2019*.

The Approved Provider is committed to protecting and promoting human rights; therefore, it will ensure the service’s functions (the acts and decisions) are compatible with all human rights contained within the Act. In making decisions, the Approved Provider, its delegates and employees are committed to giving proper consideration to human rights relating to these decisions. The Approved Provider, its delegates and employees will be familiar with the Act, including the human rights contained within it:

Human Rights (Human Rights Act 2019 s15-37)	
Civil and political rights	
<ul style="list-style-type: none"> • Recognition and equality before the law • Right to life • Protection from torture and cruel, inhuman or degrading treatment • Freedom from forced work • Freedom of movement • Freedom of thought, conscience, religion and belief • Freedom of expression • Peaceful assembly and freedom of association • Taking part in public life • Property rights • Privacy and reputation 	<ul style="list-style-type: none"> • Protection of families and children and young people • Cultural rights—generally • Cultural rights—Aboriginal peoples and Torres Strait Islander peoples • Right to liberty and security of person • Humane treatment when deprived of liberty • Fair hearing • Rights in criminal proceedings • Children and young people in the criminal process • Right not to be tried or punished more than once • Retrospective criminal laws
Economic, social and cultural rights	
<ul style="list-style-type: none"> • Right to education 	<ul style="list-style-type: none"> • Right to health services

The service and the Approved Provider have developed and will implement fair complaints procedure to address any claim made regarding where the service is alleged to have limited a person’s human right. The Association recognises where a complaint relates to unlawful human rights actions or decisions, it will be required to follow relevant Departmental policy and refer these complaints to the school’s Principal for further investigation and management.

Relevant Laws and other Provisions

- *Education and Care Services National Law Act and Regulations*
- *Human Rights Act (Qld) 2019*
- *Australian Government Department of Education Child Care Provider Handbook*
- *National Quality Standard, Quality Areas:*
 - *1 – Educational program and practice*
 - *2 – Children and young people’s health and safety*
 - *3 – Physical environment*
 - *4 - Staffing arrangements*
 - *5 - Relationships with children and young people*
 - *6 - Collaborative partnerships with families and communities*
 - *7 – Governance and leadership*

Related Policies

- *2.2 Statement of Commitment to the Safety and Wellbeing of Children and young people*
- *2.23 Interactions and Relationships with Children and young people*
- *8.6 Employee and Volunteer Grievance*
- *8.7 Workplace Harassment, Bullying and Discrimination*
- *8.9 Code of Conduct*
- *9.3 Communication with Families*
- *9.4 Communication with Community*
- *9.5 Feedback and Complaints*
- *10.32 Appropriate Governance*

Procedures

Decision Making and Policy

The Approved Provider will consider the impact on the compatibility of an individual’s human rights when developing policy and making a decision for the service, especially those with a direct and explicit connection to any human right.

The Approved Provider will reflect these considerations in the policy documents outlining, where relevant when specific human rights are being protected.

Employees, volunteers and representatives will be expected to act consistent with policy and procedures of the service and make judgements that promote and protect an individual's human rights.

Where issues of human rights incompatibility are identified, the service will act promptly to rectify and respond to the matter.

Complaints

The service has established practices for fair complaints handling (see *9.5 Feedback and Complaints*), Where an individual believes the service has acted in a way that is incompatible with a person's human rights, the matter will be referred to the Principal for Departmental handling.

Any person (employee, volunteer, child, parent, community member, etc.) has the right to make a complaint if they believe any of their human rights have been infringed.

Where a complainant is not satisfied with the response from the Association or Department, they may be available to pursue the matter to the Queensland Human Rights Commission, via making a submission directly to the Commission.

The service will not prejudice any person's access to further proceedings and will at all times support an individual to access a just outcome.

Communication and Promotion

Information about the service's complaints process is displayed in a prominent location within the service. Additionally, further information is contained within the service's family handbook.

Relevant information will be supplied to families and stakeholders via notices, policy updates and appropriate resources.

The service's program will explore opportunities to promote children and young people's awareness of their rights and the rights of others in innovative and child-focused methodologies.

Training and Orientation

Staff and volunteers will receive training and instruction on their obligation to promote and protect individual rights on commencement of engagement and routinely throughout their time with the service.

Section	Revision date
Written	February 2020
Last Reviewed / amended	January 2024

Appendix A

Checklist: National Quality Standard elements reflected in Policies and Procedures

This checklist is designed to assist users of this Manual to check against the 7 Quality Areas that form part of the National Quality Standards (NQS).

Quality Area 1 – Educational program and practice

1.1 An approved learning framework informs the development of a curriculum that enhances each child’s learning and development

1.1.1 Curriculum decision making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators

Policy 1.1:	Philosophy Statement	Policy 3.4:	Homework
Policy 1.2:	Goals	Policy 3.5:	Excursions
Policy 2.1:	Respect for Children and young people	Policy 3.7:	Physical Activity
Policy 2.9:	Inclusion and Anti-Bias	Policy 3.9:	Creativity and Expressive Arts
Policy 2.11:	Including Children and young people with Special/Additional Needs	Policy 3.10:	Observational Recording
Policy 3.1:	Educational Program Planning	Policy 8.2:	Educational Leader
Policy 3.2:	Program and Documentation Evaluation	Policy 8.10:	Employee Orientation and Induction
Policy 3.3:	Educator’s Practices	Policy 10.12:	Information Technology

1.1.2 Each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program

Policy 1.1:	Philosophy Statement	Policy 2.1:	Respect for Children and young people
Policy 1.2:	Goals		

Policy 2.9:	Inclusion and Anti-Bias	Policy 3.5:	Excursions
Policy 2.11:	Including Children and young people with Special/Additional Needs	Policy 3.7:	Physical Activity
Policy 3.1:	Educational Program Planning	Policy 3.8:	Extra Curricula Activities
Policy 3.2:	Program and Documentation Evaluation	Policy 3.9:	Creativity and Expressive Arts
Policy 3.3:	Educator's Practices	Policy 3.10:	Observational Recording
		Policy 5.2:	Food and Nutrition
		Policy 8.2:	Educational Leader

1.1.3 The program, including routines, is organised in ways that maximize opportunities for each child's learning

Policy 1.1	Philosophy Statement	Policy 3.4	Homework
Policy 1.2	Goals	Policy 3.5	Excursions
Policy 2.1	Respect for Children and young people	Policy 3.8	Extra - Curricular Activities
Policy 2.11	Including Children and young people with Special/Additional Needs	Policy 3.10	Observational Recording
Policy 3.1	Educational Program Planning	Policy 4.8	Sun Safety
Policy 3.2	Program and Documentation Evaluation	Policy 5.2	Food and Nutrition
Policy 3.3	Educators Practice	Policy 5.5	Cleaning and Sanitising
		Policy 8.2	Educational Leader
		Policy 8.10	Employee Orientation and Induction

1.1.4 The documentation about each child's program and progress is available to families

Policy 1.1	Philosophy Statement	Policy 2.1	Respect for Children and young people
Policy 1.2	Goals	Policy 2.11	Including Children and young people with Special/Additional Needs

Policy 2.13 Use of Photographic and Video
Images of Children and young people

Policy 3.2 Program and Documentation
Evaluation

Policy 3.3 Educators Practice

Policy 3.5 Excursions

Policy 3.9 Creativity and Expressive Arts

Policy 3.10 Observational Recording

Policy 8.2 Educational Leader

Policy 8.10 Employee Orientation and
Induction

Policy 9.3 Communication with Families

Policy 10.8 Information Handling (Privacy
and Confidentiality)

1.1.5 Every child is supported to participate in the program

Policy 1.1	Philosophy Statement	Policy 3.9	Creativity and Expressive Arts
Policy 1.2	Goals	Policy 3.10	Observational Recording
Policy 2.1	Respect for Children and young people	Policy 4.9	Children and young people's Toileting
Policy 2.3	Educator Ratios	Policy 4.10	Anaphylaxis Management
Policy 2.6	Behaviour Support and Management	Policy 4.15	Asthma
Policy 2.8	Anti-Bullying	Policy 5.2	Food and Nutrition
Policy 2.9	Inclusion and Anti-Bias	Policy 6.2	Provision of Resources and Equipment
Policy 2.11	Including Children and young people with Special/Additional Needs	Policy 8.1	Role and Expectations of Educators
Policy 3.1	Educational Program Planning	Policy 8.2	Educational Leader
Policy 3.2	Program and Documentation Evaluation	Policy 8.10	Employee Orientation and Induction
Policy 3.3	Educators Practice	Policy 8.15	Children and young people of Employees
Policy 3.4	Homework	Policy 9.1	Access
Policy 3.5	Excursions	Policy 9.2	Enrolment
Policy 3.6	Transport for Excursions	Policy 9.3	Communication with Families
Policy 3.7	Physical Activity	Policy 10.12	Information Technology
Policy 3.8	Extra - Curricular Activities		

1.1.6 Each child's agency is promoted, enabling them to make choices and decisions and to influence events in their world

Policy 1.1	Philosophy Statement	Policy 2.1	Respect for Children and young people
Policy 1.2	Goals		

Policy 2.6	Behaviour Support and Management	Policy 3.3	Educators Practice
Policy 2.8	Anti-Bullying	Policy 3.4	Homework
Policy 2.9	Inclusion and Anti-Bias	Policy 3.5	Excursions
Policy 2.11	Including Children and young people with Special/Additional Needs	Policy 3.7	Physical Activity
Policy 3.1	Educational Program Planning	Policy 8.1	Role and Expectations of Educators
Policy 3.2	Program and Documentation Evaluation	Policy 8.2	Educational Leader
		Policy 8.10	Employee Orientation and Induction

1.2 Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child

1.2.1 Each child's learning and development is assessed as part of an ongoing cycle of planning, documentation and evaluation

Policy 1.1:	Philosophy Statement	Policy 3.5:	Excursions
Policy 1.2:	Goals	Policy 3.7:	Physical Activity
Policy 2.1:	Respect for Children and young people	Policy 3.9:	Creativity and Expressive Arts
Policy 2.11:	Including Children and young people with Special/Additional Needs	Policy 3.10	Observational Recording
Policy 3.1:	Educational Program Planning	Policy 8.1	Role and Expectations of Educators
Policy 3.2:	Program and Documentation Evaluation	Policy 8.2:	Educational Leader
Policy 3.3:	Educator's Practices	Policy 8.10:	Employee Orientation and Induction

1.2.2 Educators respond to children and young people's ideas and play and use intentional teaching to scaffold and extend each child's learning

Policy 1.1:	Philosophy Statement	Policy 3.8:	Extra Curricula Activities
Policy 1.2:	Goals	Policy 3.9:	Creativity and Expressive Arts
Policy 2.1:	Respect for Children and young people	Policy 3.10:	Observational Recording
Policy 2.11:	Including Children and young people with Special/Additional Needs	Policy 5.2:	Food and Nutrition
Policy 3.1:	Educational Program Planning	Policy 6.2:	Provision of Resources and Equipment
Policy 3.2:	Program and Documentation Evaluation	Policy 8.1	Role and Expectations of Educators
Policy 3.3:	Educator's Practices	Policy 8.2:	Educational Leader
Policy 3.5:	Excursions	Policy 8.10	Employee Orientation and Induction
Policy 3.7:	Physical Activity	Policy 10.12:	Information Technology

1.2.3 Critical reflection on children and young people's learning and development, both as individuals and in groups, is regularly used to implement the program.

Policy 1.1:	Philosophy Statement	Policy 3.5:	Excursions
Policy 1.2:	Goals	Policy 3.7:	Physical Activity
Policy 2.1:	Respect for Children and young people	Policy 3.10:	Observational Recording
Policy 2.11:	Including Children and young people with Special/Additional Needs	Policy 8.1	Role and Expectations of Educators
Policy 3.1:	Educational Program Planning	Policy 8.2:	Educational Leader
Policy 3.2:	Program and Documentation Evaluation	Policy 8.10	Employee Orientation and Induction
Policy 3.3	Educator's Practices	Policy 10.8	Information Handling (Privacy and Confidentiality)

Quality Area 2 Children and young people's Health and Safety

2.1 Each child's health is promoted

2.1.1 Each child's health is promoted

Policy 1.1:	Philosophy Statement	Policy 4.9:	Toileting
Policy 1.2:	Goals	Policy 4.10:	Anaphylaxis Management
Policy 2.1:	Respect for Children and young people	Policy 4.11:	Emergency Health and Medical Procedure Management
Policy 2.3:	Educator Ratios	Policy 4.12:	Non Smoking
Policy 2.6:	Behaviour Support and Management	Policy 4.13:	First Aid Waste Management
Policy 2.7:	Exclusions for Behavioural Reasons	Policy 4.14:	Infectious Diseases Response Strategy
Policy 2.8:	Anti-Bullying	Policy 4.15:	Asthma
Policy 2.11:	Including Children and young people with Special/Additional Needs	Policy 5.1:	Food Handling and Storage
Policy 3.2:	Program and Documentation Evaluation	Policy 5.2:	Food and Nutrition
Policy 3.3:	Educator's Practices	Policy 8.1:	Role and Expectations of Educators
Policy 3.5:	Excursions	Policy 8.10:	Employee Orientation and Induction
Policy 3.7:	Physical Activity	Policy 8.16:	Employee Immunisation
Policy 4.1:	General Health and Safety	Policy 9.2:	Enrolment
Policy 4.5:	Illness and Injury	Policy 9.3:	Communication with Families
Policy 4.6:	Medication	Policy 10.8:	Information Handling (Privacy and Confidentiality)
Policy 4.8:	Sun Safety		

2.1.2 Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation

Policy 1.1:	Philosophy Statement	Policy 4.4:	Preventative Health and Wellbeing
Policy 1.2:	Goals	Policy 4.5:	Illness and Injury
Policy 2.1:	Respect for Children and young people	Policy 6.1	Space and Facilities Requirement
Policy 2.11:	Including Children and young people with Special/Additional Needs	Policy 6.5:	Use and Maintenance of Air Conditioning
Policy 3.1:	Educational Program Planning	Policy 8.1	Role and Expectations of Educators
Policy 3.2:	Program and Documentation Evaluation	Policy 8.10	Employee Orientation and Induction
Policy 3.3	Educator's Practices		
Policy 3.5:	Excursions		

2.1.3 Effective hygiene practices are promoted and implemented

Policy 1.1:	Philosophy Statement	Policy 4.7:	Keeping of Animals
Policy 1.2:	Goals	Policy 4.9:	Toileting
Policy 3.1:	Educational Program Planning	Policy 4.13:	First Aid Waste Management
Policy 3.2:	Program and Documentation Evaluation	Policy 4.14:	Infectious Diseases Response Strategy
Policy 3.3:	Educator's Practice	Policy 5.1:	Food Handling and Storage
Policy 4.1:	General Health and Safety	Policy 5.2:	Food and Nutrition
Policy 4.2:	Infectious Diseases	Policy 5.3:	Food Act Compliance
Policy 4.3:	Hygiene	Policy 5.4:	Food Audit
Policy 4.4:	Preventative Health and Wellbeing	Policy 5.5:	Cleaning and Sanitising

Policy 8.1 Role and Expectations of Educators

Policy 8.10 Employee Orientation and Induction

2.1.4 Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines

Policy 1.1: Philosophy Statement

Policy 4.13: First Aid Waste Management

Policy 1.2: Goals

Policy 4.14: Infectious Diseases Response Strategy

Policy 3.3: Educator's Practice

Policy 4.15 Asthma

Policy 4.1: General Health and Safety

Policy 5.1: Food Handling and Storage

Policy 4.2: Infectious Diseases

Policy 5.2: Food and Nutrition

Policy 4.3: Hygiene

Policy 5.5: Cleaning and Sanitising

Policy 4.4: Preventative Health and Wellbeing

Policy 8.1 Role and Expectations of Educators

Policy 4.5: Illness and Injury

Policy 8.10 Employee Orientation and Induction

Policy 4.6 Medication

Policy 8.16 Employee Immunisation

Policy 4.7: Keeping of Animals

Policy 9.3: Communication with Families

Policy 4.10: Anaphylaxis Management

Policy 10.9: Risk Management and Compliance

Policy 4.11 Emergency Health and Medical Procedure Management

2.2 Healthy eating and physical activity are embedded in the program for children and young people

2.2.1 Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child

Policy 1.1: Philosophy Statement

Policy 2.11: Including Children and young people with Special/Additional Needs

Policy 1.2: Goals

Policy 3.1:	Educational Program Planning	Policy 5.3:	Food Act Compliance
Policy 3.2:	Program and Documentation Evaluation	Policy 5.4:	Food Audit
Policy 3.3:	Educator's Practices	Policy 8.1	Role and Expectations of Educators
Policy 4.1:	General Health and Safety	Policy 8.10	Employee Orientation and Induction
Policy 4.3:	Hygiene	Policy 9.2:	Enrolment
Policy 4.10:	Anaphylaxis Management	Policy 9.3:	Communication with Families
Policy 5.1:	Food Handling and Storage	Policy 10.13	Purchasing
Policy 5.2:	Food and Nutrition		

2.2.2 Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child

Policy 1.1:	Philosophy Statement	Policy 4.15	Asthma
Policy 1.2:	Goals	Policy 6.2	Provision of Resources and Equipment
Policy 2.3	Educator Ratios	Policy 8.1	Role and Expectations of Educators
Policy 2.9	Inclusion and Anti-Bias	Policy 8.2:	Educational Leader
Policy 2.11	Including Children and young people with Special/Additional Needs	Policy 8.10	Employee Orientation and Induction
Policy 3.1:	Educational Program Planning	Policy 9.3:	Communication with Families
Policy 3.2	Program and Documentation Evaluation	Policy 9.6	Parent and Community Participation
Policy 3.3:	Educator's Practice	Policy 10.9:	Risk Management and Compliance
Policy 3.7:	Physical Activity		
Policy 3.10:	Observation Recording		
Policy 4.8:	Sun Safety		

2.3 Each child is protected

2.3.1 Children and young people are adequately supervised at all times

Policy 1.1: Philosophy Statement	Policy 3.8: Extra Curricula Activities
Policy 1.2: Goals	Policy 3.9 Creativity and Expressive Arts
Policy 2.2: Statement of Commitment to the Safety and Wellbeing of Children and young people and the Protection of Children and young people from Harm	Policy 3.11: Escorting Children and young people
Policy 2.3: Staffing Ratios	Policy 4.1: General Health and Safety
Policy 2.4: Arrivals and Departures of Children and young people	Policy 4.7 Policy 4.7 Keeping of Animals
Policy 2.6: Behaviour Support and Management	Policy 4.9: Toileting
Policy 2.8: Anti-Bullying	Policy 4.16 Vehicle Restraint
Policy 2.11: Including Children and young people with Special/Additional Needs	Policy 5.2: Food and Nutrition
Policy 3.2: Program and Documentation Evaluation	Policy 6.4 Shared Facilities
Policy 3.3: Educator's Practices	Policy 7.1: Emergency Equipment and Facilities
Policy 3.4: Homework	Policy 7.2: Drills and Evacuations
Policy 3.5: Excursions	Policy 7.3: Harassment and Lockdown
Policy 3.6: Transport for Excursions	Policy 8.1: Role and Expectations of Educators
Policy 3.7: Physical Activity	Policy 8.10 Employee Orientation and Induction
	Policy 10.9 Risk Management and Compliance

2.3.2 Every reasonable precaution is taken to protect children and young people from harm and any hazard likely to cause injury

Policy 1.1: Philosophy Statement	Policy 2.2: Statement of Commitment to the Safety and Wellbeing of Children and young people and the Protection of Children and young people from Harm
Policy 1.2: Goals	

Policy 2.3:	Staffing Ratios	Policy 4.15:	Asthma
Policy 2.4:	Arrivals and Departures of Children and young people	Policy 4.16:	Vehicle Restraint
Policy 2.5:	Reporting of Child Abuse	Policy 5.1:	Food Handling and Storage
Policy 2.6:	Behaviour Support and Management	Policy 5.2:	Food and Nutrition
Policy 2.7:	Exclusions for Behavioural Reasons	Policy 6.2:	Provision of Resources and Equipment
Policy 2.8:	Anti-Bullying	Policy 6.3:	Workplace Health and Safety
Policy 2.11:	Including Children and young people with Special/Additional Needs	Policy 6.4:	Shared Facilities
Policy 2.12:	Managing duty of Care for Non-Attending Children and young people	Policy 6.6:	Management of Poisonous Plants and Fungi
Policy 3.3:	Educator's Practices	Policy 7.1:	Emergency Equipment and Facilities
Policy 3.5:	Excursions	Policy 7.2:	Drills and Evacuations
Policy 3.6:	Transport for Excursions	Policy 7.3:	Harassment and Lockdown
Policy 3.7:	Physical Activity	Policy 7.4:	Fire Safety Compliance
Policy 3.9:	Creativity and Expressive Arts	Policy 8.1:	Role and Expectations of Educators
Policy 3.11:	Escorting Children and young people	Policy 8.10:	Employee Orientation and Induction
Policy 4.1:	General Health and Safety	Policy 9.7:	Management of Intoxicated or Persons Under the Influence
Policy 4.7:	Keeping of Animals	Policy 10.7:	Insuring Risks
Policy 4.8:	Sun Safety	Policy 10.9:	Risk Management and Compliance
Policy 4.9:	Toileting	Policy 10.18:	Court Orders and the Release of Children and young people in Care
Policy 4.10:	Anaphylaxis Management		

2.3.3 Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented

Policy 1.1:	Philosophy Statement	Policy 4.11:	Emergency Health and Medical Procedure Management
Policy 1.2:	Goals	Policy 4.15:	Asthma
Policy 2.2:	Statement of Commitment to the Safety and Wellbeing of Children and young people and the Protection of Children and young people from Harm	Policy 6.3:	Workplace Health and Safety
Policy 2.3:	Staffing Ratios	Policy 7.1:	Emergency Equipment and Facilities
Policy 2.6:	Behaviour Support and Management	Policy 7.2:	Drills and Evacuations
Policy 2.12:	Managing Duty of Care for Non-Attending Children and young people	Policy 7.3:	Harassment and Lockdown
Policy 3.3:	Educator's Practices	Policy 8.1	Role and Expectations of Educators
Policy 3.5:	Excursions	Policy 8.10	Employee Orientation and Induction
Policy 3.6:	Transport for Excursions	Policy 9.6	Parent and Community Participation
Policy 4.1:	General Health and Safety	Policy 10.8	Information Handling (Privacy and Confidentiality)
Policy 4.5:	Illness and Injury	Policy 10.9	Risk Management and Compliance
Policy 4.6	Medication		
Policy 4.10:	Anaphylaxis Management		

2.3.4 Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect

Policy 1.1: Philosophy Statement	Policy 3.3: Educator's Practices
Policy 1.2: Goals	Policy 3.10: Observational Recording
Policy 2.1: Respect for Children and young people	Policy 8.1 Role and Expectations of Educators
Policy 2.2: Statement of Commitment to the Safety and Wellbeing of Children and young people and the Protection of Children and young people from Harm	Policy 8.4 Educator Professional Development and Learning
Policy 2.5: Reporting of Child Abuse	Policy 8.10 Employee Orientation and Induction
Policy 2.6: Behaviour Support and Management	Policy 9.2 Enrolment
Policy 2.8: Anti-Bullying	Policy 10.8 Information Handling (Privacy and Confidentiality)
Policy 2.10: Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm	Policy 10.9: Risk Management and Compliance

Quality Area 3 Physical Environment

3.1 The design and location of the premises is appropriate for the operation of a service

3.1.1 Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose

Policy 1.1: Philosophy Statement	Policy 3.4 Homework
Policy 1.2: Goals	Policy 3.7: Physical Activity
Policy 3.1: Educational Program Planning	Policy 3.9: Creativity and Expressive Arts
Policy 3.2: Program and Documentation Evaluation	Policy 4.1: General Health and Safety
Policy 3.3: Educator's Practices	Policy 4.7 Keeping of Animals
	Policy 4.8: Sun Safety

Policy 6.1: Space and Facilities Requirement	Policy 8.10 Employee Orientation and Induction
Policy 6.2: Provision of resources and Equipment	Policy 10.13: Purchasing
Policy 6.3 Workplace Health and Safety	Policy 10.15: Asset Management
Policy 8.1 Role and Expectations of Educators	Policy 10.17: Strategic Planning

3.1.2 Premises, furniture and equipment are safe, clean and well maintained

Policy 1.1:	Philosophy Statement	Policy 5.3:	Food act Compliance
Policy 1.2:	Goals	Policy 5.4	Food Audit
Policy 3.2:	Program and Documentation	Policy 5.5:	Cleaning and sanitizing
Evaluation		Policy 6.3:	Workplace Health and Safety
Policy 3.3:	Educator's Practices	Policy 6.5:	Use and maintenance of air conditioning
Policy 3.7:	Physical Activity	Policy 7.1	Emergency Equipment and Facilities
Policy 3.9:	Creativity and Expressive Arts	Policy 8.1	Role and Expectations of Educators
Policy 4.1:	General Health and Safety	Policy 8.10	Employee Orientation and Induction
Policy 4.4:	Preventative Health and Wellbeing	Policy 10.15:	Asset Management
Policy 4.12:	Non Smoking		
Policy 5.1:	Food Handling and Storage		

3.1.3 Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space

Policy 1.1:	Philosophy Statement	Policy 3.4	Homework
Policy 1.2:	Goals	Policy 3.7:	Physical Activity
Policy 2.3	Educator Ratios	Policy 3.9:	Creativity and Expressive Arts
Policy 2.9	Inclusion and Anti-Bias	Policy 6.1:	Space and Facilities Requirement
Policy 2.11	Including Children and young people with Special/Additional Needs	Policy 6.2:	Provision of Resources and Equipment
Policy 3.1:	Educational Program Planning	Policy 6.4	Shared Facilities
Policy 3.2:	Program and Documentation	Policy 8.1	Role and Expectations of Educators
Evaluation			
Policy 3.3:	Educator's Practices		

Policy 8.2 Educational Leader Policy 9.1 Access

Policy 8.10 Employee Orientation and Induction

3.2 The environment is inclusive, promotes competence, independent exploration and learning through play

3.2.1 Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments

Policy 1.1: Philosophy Statement	Policy 3.10: Observational Recording
Policy 1.2: Goals	Policy 4.1: General Health and Safety
Policy 2.3: Educator Ratios	Policy 6.1: Space and Facilities Requirement
Policy 2.9: Inclusion and Anti-Bias	Policy 6.2: Provision of Resources and Equipment
Policy 2.11: Including Children and young people with Special/Additional Needs	Policy 6.3 Workplace Health and Safety
Policy 3.1: Educational Program Planning	Policy 6.4 Shared Facilities
Policy 3.2: Program and Documentation Evaluation	Policy 8.1 Role and Expectations of Educators
Policy 3.3: Educator's Practices	Policy 8.2 Educational Leader
Policy 3.7: Physical Activity	Policy 8.10 Employee Orientation and Induction
Policy 3.9: Creativity and Expressive Arts	

3.2.2 Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses

Policy 1.1: Philosophy Statement	Policy 2.11: Including Children and young people with Special/Additional Needs
Policy 1.2: Goals	Policy 3.1: Educational Program Planning

Policy 3.2: Evaluation	Program and Documentation	Policy 8.2	Educational Leader
Policy 3.3:	Educator's Practices	Policy 8.10	Employee Orientation and Induction
Policy 3.7:	Physical Activity	Policy 10.3	Budgeting and Planning
Policy 3.9:	Creativity and Expressive Arts	Policy 10.12:	Information Technology
Policy 3.10:	Observational Recording	Policy 10.13:	Purchasing
Policy 6.2: Equipment	Provision of Resources and	Policy 10.15:	Asset Management
Policy 8.1	Role and Expectations of Educators	Policy 10.17:	Strategic Planning

3.3 The service takes an active role in caring for its environment and contributes to a sustainable future

3.3.1 Sustainable practices are embedded in service operations

Policy 1.1	Philosophy Statement	Policy 5.1	Food Handling and Storage
Policy 1.2	Goals	Policy 6.2	Provision of Resources and Equipment
Policy 3.1	Educational Program Planning	Policy 8.1	Role and Expectations of Educators
Policy 3.2 Evaluation	Program and Documentation	Policy 8.2	Educational Leader
Policy 3.3	Educator's Practices	Policy 8.10	Employee Orientation and Induction
Policy 3.9	Creativity and Expressive Arts		
Policy 3.10	Observational Recording		

3.3.2 Children and young people are supported to become environmentally responsible and show respect for the environment

Policy 1.1	Philosophy Statement	Policy 6.2	Provision of Resources and Equipment
Policy 1.2	Goals	Policy 8.1	Role and Expectations of Educators
Policy 2.3	Educator Ratios	Policy 8.2	Educational Leader
Policy 3.1	Educational Program Planning	Policy 8.10	Employee Orientation and Induction
Policy 3.2	Program and Documentation Evaluation	Policy 10.17	Strategic Planning
Policy 3.3	Educators Practice		
Policy 3.9	Creativity and Expressive Arts		

Quality Area 4 - Staffing Arrangements

4.1 Staffing arrangements enhance children and young people's learning and development and ensure their safety and wellbeing

4.1.1 Educator-to-child ratios and qualification requirements are maintained at all times

Policy 1.1:	Philosophy Statement	Policy 3.11:	Escorting Children and young people
Policy 1.2:	Goals	Policy 4.1:	General Health and Safety
Policy 2.3:	Educator Ratios	Policy 4.9:	Toileting
Policy 2.4:	Arrivals and departures of Children and young people	Policy 8.1:	Role and Expectations of Educators
Policy 2.6:	Behaviour Support and Management	Policy 8.3:	Recruitment and Employment of Educators
Policy 2.11:	Including Children and young people with Special/Additional Needs	Policy 8.4:	Educator Professional Development and Learning
Policy 2.12:	Managing Duty of Care - Non-Attending Children and young people	Policy 8.5:	Volunteers
Policy 2.14:	Booking and Cancellation	Policy 8.10:	Educator Orientation and Induction
Policy 3.1:	Educational Program Planning	Policy 8.11:	Employee Leave
Policy 3.3:	Educator's Practices	Policy 8.12:	Employee Qualifications – Monitoring Progress
Policy 3.4:	Homework	Policy 8.13:	Employee Health
Policy 3.5:	Excursions	Policy 9.2:	Enrolment
Policy 3.6:	Transport for excursions	Policy 9.3:	Communication with Families
Policy 3.7:	Physical Activity	Policy 10.1:	Quality Compliance
Policy 3.8:	Extra Curricular Activities	Policy 10.9:	Risk Management and Compliance
Policy 3.9:	Creativity and Expressive Arts		

4.2 Educators, co-ordinators and staff members are respectful and ethical

4.2.1 Professional standards guide practice, interactions and relationships

Policy 1.1:	Philosophy Statement	Policy 3.2:	Program and Documentation Evaluation
Policy 1.2:	Goals	Policy 3.3:	Educator's Practices
Policy 2.1	Respect for Children and young people	Policy 3.9:	Creativity and Expressive Arts
Policy 2.2	Statement of Commitment to the Safety and Wellbeing of Children and young people and the Protection of Children and young people from Harm	Policy 3.10	Observational Recording
Policy 2.3:	Educator Ratios	Policy 4.2	Infectious Diseases
Policy 2.4	Arrivals and Departures of Children and young people	Policy 4.3	Hygiene
Policy 2.5	Reporting of Child Abuse	Policy 4.4	Preventative Health and Wellbeing
Policy 2.6:	Behaviour Support and Management	Policy 4.6	Medication
Policy 2.7	Exclusion for Behavioural Reasons	Policy 4.8	Sun Safety
Policy 2.8:	Anti-Bullying	Policy 4.9	Children and young people's Toileting
Policy 2.9:	Inclusion/Anti-Bias	Policy 4.10	Anaphylaxis Management
Policy 2.10	Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm	Policy 4.11	Emergency Health and Medical Procedure Management
Policy 2.11:	Including Children and young people with Special/Additional Needs	Policy 4.13	First Aid Waste Management
Policy 2.13	Use of Photographic and Video Images of Children and young people	Policy 4.15	Asthma
		Policy 5.1:	Food Handling and Storage
		Policy 5.2	Food and Nutrition
		Policy 5.5	Cleaning and Sanitising
		Policy 6.3	Workplace Health and Safety

Policy 7.2	Drills and Evacuations	Policy 8.16	Employee Immunisation
Policy 7.3	Harassment and Lock Down	Policy 9.1	Access
Policy 8.1:	Role and Expectations of	Policy 9.2	Enrolment
Educators		Policy 9.3	Communication with Families
Policy 8.2	Educational Leader	Policy 9.5	Complaints Handling
Policy 8.3:	Recruitment and Employment of	Policy 9.6	Parent and Community
Educators		Participation	
Policy 8.4	Educator Professional	Policy 9.7	Management of Intoxicated or
Development and Learning		Persons Under the Influence	
Policy 8.5:	Volunteers	Policy 10.6	Supervisor Certificate
Policy 8.6	Employee and Volunteer	Policy 10.7	Insuring Risks
Grievance		Policy 10.8	Information Handling (Privacy
Policy 8.7:	Workplace Harassment and	and Confidentiality)	
Bullying		Policy 10.9	Risk Management and
Policy 8.8:	Performance Monitoring,	Compliance	
Review and Management		Policy 10.12	Information Technology
Policy 8.9:	Educator code of conduct	Policy 10.18	Court Orders and the Release
Policy 8.10:	Educator Orientation and	of Children and young people in Care	
Induction			
Policy 8.15	Children and young people of		
Employees			

4.2.2 Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills and to improve practice and relationships

Policy 1.1:	Philosophy Statement	Policy 3.2:	Program and Documentation
Policy 1.2:	Goals	Evaluation	
Policy 2.9	Inclusion and Anti-Bias	Policy 3.3:	Educator's Practices

Policy 8.1:	Role and Expectations of Educators	Policy 8.7	Workplace Harassment and Bullying
Policy 8.2	Educational Leader	Policy 8.9	Employee Code of Conduct
Policy 8.4	Educator Professional Development and Learning	Policy 8.8:	Performance Monitoring, Review and Management
Policy 8.6	Employee and Volunteer Grievance	Policy 8.10	Employee Orientation and Induction
		Policy 9.5	Complaints Handling

4.2.3 Interactions convey mutual respect, equity and recognition of each other's strengths and skills

Policy 1.1:	Philosophy Statement	Policy 8.7	Workplace Harassment and Bullying
Policy 1.2:	Goals	Policy 8.8:	Performance Monitoring, Review and Management
Policy 2.9:	Inclusion/Anti-Bias	Policy 8.9	Employee Code of Conduct
Policy 3.3:	Educator's Practices	Policy 8.10	Employee Orientation and Induction
Policy 8.1	Role and Expectations of Educators	Policy 9.5	Complaints Handling
Policy 8.2:	Educational Leader		
Policy 8.6:	Employee Grievance		

Quality Area 5 - Relationships with Children and young people

5.1 Respectful and equitable relationships are developed and maintained with each child

5.1.1 Interactions with each child are warm, responsive and build trusting relationships

Policy1.1	Philosophy Statement	Policy 3.3	Educator's Practices
Policy 1.2	Goals	Policy 3.7	Physical Activity
Policy 2.1	Respect for Children and young people	Policy 8.1	Role and Expectations of Educators
Policy 2.6	Behaviour Support and Management	Policy 8.10	Employee Orientation and Induction
Policy 2.9	Inclusion and Anti-Bias	Policy 8.15	Children and young people of Employees
Policy 2.11	Including Children and young people with Special/Additional Needs		

5.1.2 Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning

Policy1.1	Philosophy Statement	Policy 3.1	Educational Program Planning
Policy 1.2	Goals	Policy 3.3	Educators Practice
Policy 2.1	Respect for Children and young people	Policy 3.4	Homework
Policy 2.3	Educator Ratios	Policy 3.7	Physical Activity
Policy 2.6	Behaviour Support and Management	Policy 8.1	Role and Expectations of Educators
Policy 2.9	Inclusion and Anti-Bias	Policy 8.10	Employee Orientation and Induction
Policy 2.11	Including Children and young people with Special/Additional Needs	Policy 8.15	Children and young people of Employees

5.1.3 Each child is supported to feel secure, confident and included

Policy 1.1	Philosophy Statement	Policy 2.1	Respect for Children and young people
Policy 1.2	Goals	Policy 2.3	Educator Ratios

Policy 2.5	Reporting of Child Abuse	Policy 3.4	Homework
Policy 2.6	Behaviour Support and Management	Policy 3.7	Physical Activity
Policy 2.8	Anti-Bullying	Policy 8.1	Role and Expectations of Educators
Policy 2.9	Inclusion and Anti-Bias	Policy 8.10	Employee Orientation and Induction
Policy 3.1	Educational Program Planning	Policy 8.15	Children and young people of Employees
Policy 3.2	Program and Documentation Evaluation		
Policy 3.3	Educators Practice		

5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and young people and adults

5.2.1 Every child is supported to work with, learn from and help others through collaborative learning opportunities

Policy 1.1	Philosophy Statement	Policy 3.2	Program and Documentation Evaluation
Policy 1.2	Goals	Policy 3.3	Educators Practice
Policy 2.1	Respect for Children and young people	Policy 3.4	Homework
Policy 2.6	Behaviour Support and Management	Policy 3.7	Physical Activity
Policy 2.8	Anti-Bullying	Policy 8.1	Role and Expectations of Educators
Policy 2.9	Inclusion and Anti-Bias	Policy 8.2	Educational Leader
Policy 2.11	Including Children and young people with Special/Additional Needs	Policy 8.10	Employee Orientation and Induction
Policy 3.1	Educational Program Planning	Policy 8.15	Children and young people of Employees

Policy 10.12 Information Technology

5.2.2 Every child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts

Policy 1.1	Philosophy Statement	Policy 2.11	Including Children and young people with Special/Additional Needs
Policy 1.2	Goals	Policy 3.3	Educators Practice
Policy 2.1	Respect for Children and young people	Policy 3.7	Physical Activity
Policy 2.6	Behaviour Support and Management	Policy 3.10	Observational Recording
Policy 2.7	Exclusion for Behavioural Reasons	Policy 8.1	Role and Expectations of Educators
Policy 2.8	Anti-Bullying	Policy 8.10	Employee Orientation and Induction
Policy 2.9	Inclusion and Anti-Bias	Policy 8.15	Children and young people of Employees

5.2.3 The dignity and rights of every child are maintained at all times

Policy 1.1	Philosophy Statement	Policy 2.9	Inclusion and Anti-Bias
Policy 1.2	Goals	Policy 2.10	Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm
Policy 2.1	Respect for Children and young people	Policy 2.11	Including Children and young people with Special/Additional Needs
Policy 2.5	Reporting of Child Abuse	Policy 2.13	Use of Photographic and Video Images of Children and young people
Policy 2.6	Behaviour Support and Management	Policy 3.1	Educational Program Planning
Policy 2.7	Exclusion for Behavioural Reasons	Policy 3.3	Educators Practice
Policy 2.8	Anti-Bullying		

Policy 3.4	Homework	Policy 8.2	Educational Leader
Policy 3.7	Physical Activity	Policy 8.10	Employee Orientation and Induction
Policy 3.10	Observational Recording	Policy 8.15	Children and young people of Employees
Policy 4.9	Children and young people's Toileting		
Policy 8.1	Role and Expectations of Educators		

Quality Area 6 - Collaborative Partnerships with Families and Communities

6.1 Respectful and supportive relationships with families are developed and maintained

6.1.1 *There is an effective enrolment and orientation process for families*

Policy 1.1	Philosophy Statement	Policy 3.2	Program and Documentation Evaluation
Policy 1.2	Goals	Policy 3.3	Educators Practice
Policy 2.4	Arrivals and Departures of Children and young people	Policy 3.8	Extra - Curricular Activities
Policy 2.6	Behaviour Support and Management	Policy 3.11	Escorting Children and young people
Policy 2.7	Exclusion for Behavioural Reasons	Policy 4.1	General Health and Safety
Policy 2.8	Anti-Bullying	Policy 4.4	Preventative Health and Wellbeing
Policy 2.9	Inclusion and Anti-Bias	Policy 4.6	Medication
Policy 2.11	Including Children and young people with Special/Additional Needs	Policy 4.8	Sun Safety
Policy 2.13	Use of Photographic and Video Images of Children and young people	Policy 4.9	Children and young people's Toileting
Policy 2.14	Bookings and Cancellations	Policy 4.10	Anaphylaxis Management

Policy 4.11 Emergency Health and Medical Procedure Management

Policy 4.15 Asthma

Policy 4.16 Vehicle Restraint

Policy 5.1 Food Handling and Storage

Policy 5.2 Food and Nutrition

Policy 9.1 Access

Policy 9.2 Enrolment

Policy 9.3 Communication with Families

Policy 9.5 Complaints Handling

Policy 9.6 Parent and Community Participation

Policy 9.8 Parent Conduct

Policy 10.4 Fees

Policy 10.8 Information Handling (Privacy and Confidentiality)

Policy 10.18 Court Orders and the Release of Children and young people in Care

6.1.2 Families have opportunities to be involved in the service and contribute to service decisions

Policy 1.1 Philosophy Statement

Policy 1.2 Goals

Policy 2.11 Including Children and young people with Special/Additional Needs

Policy 2.13 Use of Photographic and Video Images of Children and young people

Policy 3.1 Educational Program Planning

Policy 3.2 Program and Documentation Evaluation

Policy 3.3 Educators Practice

Policy 3.5 Excursions

Policy 4.7 Keeping of Animals

Policy 5.2 Food and Nutrition

Policy 6.2 Provision of Resources and Equipment

Policy 8.2 Educational Leader

Policy 8.10 Employee Orientation and Induction

Policy 9.2 Enrolment

Policy 9.3 Communication with Families

Policy 9.6 Parent and Community Participation

Policy 10.3 Budgeting and Planning

Policy 10.4 Fees

Policy 10.11 Management Code of Conduct

Policy 10.12 Information Technology

Policy 10.13 Purchasing

Policy 10.17 Strategic Planning

Policy 10.19 Policy Development, Sourcing and Review

6.1.3 Current information about the service is available to families

Policy 1.1	Philosophy Statement	Policy 4.14	Infectious Diseases Response Strategy
Policy 1.2	Goals	Policy 4.15	Asthma
Policy 2.3	Educator Ratios	Policy 5.2	Food and Nutrition
Policy 2.4	Arrivals and Departures of Children and young people	Policy 6.1	Space and Facilities Requirement
Policy 2.6	Behaviour Support and Management	Policy 8.2	Educational Leader
Policy 2.8	Anti-Bullying	Policy 9.1	Access
Policy 2.11	Including Children and young people with Special/Additional Needs	Policy 9.2	Enrolment
Policy 2.12	Managing Duty of Care - Non-Attending Children and young people	Policy 9.3	Communication with Families
Policy 2.14	Booking and Cancellation	Policy 9.5	Complaints Handling
Policy 3.1	Educational Program Planning	Policy 10.4	Fees
Policy 3.2	Program and Documentation Evaluation	Policy 10.8	Information Handling (Privacy and Confidentiality)
Policy 4.2	Infectious Diseases	Policy 10.10	Managing Compliance within the Service
Policy 4.8	Sun Safety	Policy 10.18	Court Orders and the Release of Children and young people in Care

6.2 Families are supported in their parenting role and their values and beliefs about child rearing are respected

6.2.1 The expertise of families is recognised and they share in decision making about their child's learning and wellbeing

Policy 1.1	Philosophy Statement		
Policy 1.2	Goals	Policy 4.7	Keeping of Animals
Policy 2.6	Behaviour Support and Management	Policy 4.8	Sun Safety
Policy 2.8	Anti-Bullying	Policy 4.10	Anaphylaxis Management
Policy 2.11	Including Children and young people with Special/Additional Needs	Policy 4.11	Emergency Health and Medical Procedure Management
Policy 2.13	Use of Photographic and Video Images of Children and young people	Policy 4.15	Asthma
Policy 3.1	Educational Program Planning	Policy 5.2	Food and Nutrition
Policy 3.2	Program and Documentation Evaluation	Policy 8.1	Role and Expectations of Educators
Policy 3.3	Educator's Practices	Policy 8.2	Educational Leader
Policy 3.4	Homework	Policy 8.10	Employee Orientation and Induction
Policy 3.7	Physical Activity	Policy 9.2	Enrolment
Policy 3.8	Extra - Curricular Activities	Policy 9.3	Communication with Families
Policy 3.11	Escorting Children and young people	Policy 9.6	Parent and Community Participation
Policy 4.5	Illness and Injury	Policy 10.8	Information Handling (Privacy and Confidentiality)
Policy 4.6	Medication	Policy 10.12	Information Technology

6.2.2 Current information is available to families about community services and resources to support parenting and family wellbeing

Policy 1.1 Philosophy Statement

Policy 1.2 Goals

Policy 2.6 Behaviour Support and Management

Policy 2.8 Anti-Bullying

Policy 2.9 Inclusion and Anti-Bias

Policy 2.10 Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm

Policy 2.11 Including Children and young people with Special/Additional Needs

Policy 4.1 General Health and Safety

Policy 9.3 Communication with Families

Policy 9.6 Parent and Community Participation

Policy 10.18 Court Orders and the Release of Children and young people in Care

6.3 The service collaborates with other organizations and service providers to enhance children and young people’s learning and wellbeing

6.3.1 Links with relevant community and support agencies are established and maintained

Policy 1.1 Philosophy Statement

Policy 1.2 Goals

Policy 2.10 Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm

Policy 2.11 Including Children and young people with Special/Additional Needs

Policy 3.3 Educator’s Practices

Policy 8.2 Educational Leader

Policy 9.1 Access

Policy 9.6 Parent and Community Participation

6.3.2 Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities

Policy 1.1 Philosophy Statement

Policy 1.2 Goals

Policy 2.4 Arrivals and Departures of Children and young people

Policy 2.6 Behaviour Support and Management

Policy 2.8 Anti-Bullying

Policy 2.11 Including Children and young people with Special/Additional Needs

Policy 2.12 Managing Duty of Care - Non-Attending Children and young people

Policy 3.1 Educational Program Planning

Policy 3.2 Program and Documentation Evaluation

Policy 3.3 Educators Practice

Policy 3.4 Homework

Policy 3.8 Extra - Curricular Activities

Policy 3.10 Observational Recording

Policy 4.6 Medication

Policy 5.2 Food and Nutrition

Policy 8.1 Role and Expectations of Educators

Policy 8.2 Educational Leader

Policy 8.10 Employee Orientation and Induction

Policy 9.2 Enrolment

Policy 9.3 Communication with Families

Policy 10.8 Information Handling (Privacy and Confidentiality)

6.3.3 Access to inclusion and support assistance is facilitated

Policy 1.1 Philosophy Statement

Policy 1.2 Goals

Policy 2.3 Educator Ratios

Policy 2.6 Behaviour Support and Management

Policy 2.9 Inclusion and Anti-Bias

Policy 2.11 Including Children and young people with Special/Additional Needs

Policy 3.1 Educational Program Planning

Policy 3.2 Program and Documentation Evaluation

Policy 3.7 Physical Activity

Policy 3.8 Extra - Curricular Activities

Policy 4.1 General Health and Safety

Policy 4.9 Children and young people's Toileting

Policy 6.1 Space and Facilities Requirement

Policy 8.2 Educational Leader

Policy 9.1 Access

Policy 9.2 Enrolment

Policy 9.3 Communication with Families

Policy 9.6 Parent and Community Participation

Policy 10.8 Information Handling (Privacy and Confidentiality)

6.3.4 *The service builds relationships and engages with the local community*

Policy 1.1	Philosophy Statement	Policy 3.3	Educators Practice
Policy 1.2	Goals	Policy 8.1	Role and Expectations of Educators
Policy 2.11	Including Children and young people with Special/Additional Needs	Policy 8.2	Educational Leader
Policy 3.1	Educational Program Planning	Policy 9.4	Communication with Community
Policy 3.2	Program and Documentation Evaluation	Policy 9.6	Parent and Community Participation

Quality Area 7 - Leadership and Service Management

7.1 Effective Leadership promotes a positive organisational culture and builds a professional learning community

7.1.1 Appropriate governance arrangements are in place to manage the service

Policy 1.1	Philosophy Statement	Policy 5.4	Food Audit
Policy 1.2	Goals	Policy 6.1	Space and Facilities Requirement
Policy 2.1	Respect for Children and young people	Policy 6.3	Workplace Health and Safety
Policy 2.2	Statement of Commitment to the Safety and Wellbeing of Children and young people and the Protection of Children and young people from Harm	Policy 6.4	Shared Facilities
Policy 2.3	Educator Ratios	Policy 6.6	Management of Poisonous Plants and Fungi
Policy 2.4	Arrivals and Departures of Children and young people	Policy 7.1	Emergency Equipment and Facilities
Policy 2.5	Reporting of Child Abuse	Policy 7.2	Drills and Evacuations
Policy 2.7	Exclusion for Behavioural Reasons	Policy 7.3	Harassment and Lock Down
Policy 2.10	Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm	Policy 7.4	Fire Safety Compliance
Policy 2.11	Including Children and young people with Special/Additional Needs	Policy 8.1	Role and Expectations of Educators
Policy 3.5	Excursions	Policy 8.2	Educational Leader
Policy 4.4	Preventative Health and Wellbeing	Policy 8.3	Recruitment and Employment of Educators
Policy 4.12	Non Smoking	Policy 8.5	Volunteers
Policy 5.3	Food Act Compliance	Policy 8.6	Employee and Volunteer Grievance
		Policy 8.7	Workplace Harassment and Bullying
		Policy 8.8	Employee Performance Monitoring, Review and Management

Policy 8.10	Employee Orientation and Induction	Policy 10.5	Approval Requirements under Legislation
Policy 8.11	Employee Leave	Policy 10.6	Supervisor Certificate
Policy 8.12	Employee Qualifications – Monitoring Progress	Policy 10.7	Insuring Risks
Policy 9.1	Access	Policy 10.8	Information Handling (Privacy and Confidentiality)
Policy 9.5	Complaints Handling	Policy 10.10	Managing Compliance within the Service
Policy 9.7	Management of Intoxicated or Persons Under the Influence	Policy 10.13	Purchasing
Policy 9.8	Parent Conduct	Policy 10.14	Record Back-up and Off-site Information Handling
Policy 10.1	Quality Compliance	Policy 10.18	Court Orders and the Release of Children and young people in Care
Policy 10.3	Budgeting and Planning	Policy 10.19	Policy Development, Sourcing and Review
Policy 10.4	Fees		

7.1.2 The induction of educators, co-ordinators and staff members, including relief educators, is comprehensive

Policy 1.1	Philosophy Statement	Policy 2.5	Reporting of Child Abuse
Policy 1.2	Goals	Policy 2.6	Behaviour Support and Management
Policy 2.1	Respect for Children and young people	Policy 2.7	Exclusion for Behavioural Reasons
Policy 2.2	Statement of Commitment to the Safety and Wellbeing of Children and young people and the Protection of Children and young people from Harm	Policy 2.8	Anti-Bullying
Policy 2.3	Educator Ratios	Policy 2.9	Inclusion and Anti-Bias
Policy 2.4	Arrivals and Departures of Children and young people	Policy 2.10	Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm

Policy 2.11	Including Children and young people with Special/Additional Needs	Policy 5.1	Food Handling and Storage
Policy 2.13	Use of Photographic and Video Images of Children and young people	Policy 5.2	Food and Nutrition
Policy 3.1	Educational Program Planning	Policy 5.5	Cleaning and Sanitising
Policy 3.2	Program and Documentation Evaluation	Policy 6.3	Workplace Health and Safety
Policy 3.3	Educators Practice	Policy 6.4	Shared Facilities
Policy 3.5	Excursions	Policy 7.1	Emergency Equipment and Facilities
Policy 3.7	Physical Activity	Policy 7.2	Drills and Evacuations
Policy 3.9	Creativity and Expressive Arts	Policy 7.3	Harassment and Lock Down
Policy 3.10	Observational Recording	Policy 7.4	Fire Safety Compliance
Policy 4.1	General Health and Safety	Policy 8.1	Role and Expectations of Educators
Policy 4.3	Hygiene	Policy 8.2	Educational Leader
Policy 4.5	Illness and Injury	Policy 8.3	Recruitment and Employment of Educators
Policy 4.6	Medication	Policy 8.4	Educator Professional Development and Learning
Policy 4.8	Sun Safety	Policy 8.5	Volunteers
Policy 4.9	Children and young people's Toileting	Policy 8.6	Employee and Volunteer Grievance
Policy 4.10	Anaphylaxis Management	Policy 8.7	Workplace Harassment and Bullying
Policy 4.11	Emergency Health and Medical Procedure Management	Policy 8.8	Employee Performance Monitoring, Review and Management
Policy 4.12	Non Smoking	Policy 8.9	Employee Code of Conduct
Policy 4.13	First Aid Waste Management	Policy 8.10	Employee Orientation and Induction
Policy 4.15	Asthma		
Policy 4.16	Vehicle Restraint		

Policy 8.11	Employee Leave	Policy 10.1	Quality Compliance
Policy 8.12	Employee Qualifications – Monitoring Progress	Policy 10.6	Supervisor Certificate
Policy 8.13	Employee Health	Policy 10.8	Information Handling (Privacy and Confidentiality)
Policy 8.15	Children and young people of Employees	Policy 10.10	Managing Compliance within the Service
Policy 8.16	Employee Immunisation	Policy 10.12	Information Technology
Policy 9.5	Complaints Handling	Policy 10.16	Intellectual Property and Copyright
Policy 9.7	Management of Intoxicated or Persons Under the Influence	Policy 10.18	Court Orders and the Release of Children and young people in Care

7.1.3 Every effort is made to promote continuity of educators and co-ordinators at the service

Policy 1.1	Philosophy Statement	Policy 8.5	Volunteers
Policy 1.2	Goals	Policy 8.6	Employee and Volunteer Grievance
Policy 2.2	Statement of Commitment to the Safety and Wellbeing of Children and young people and the Protection of Children and young people from Harm	Policy 8.7	Workplace Harassment and Bullying
Policy 2.3	Educator Ratios	Policy 8.8	Employee Performance Monitoring, Review and Management
Policy 2.9	Inclusion and Anti-Bias	Policy 8.9	Employee Code of Conduct
Policy 8.1	Role and Expectations of Educators	Policy 8.10	Employee Orientation and Induction
Policy 8.2	Educational Leader	Policy 8.11	Employee Leave
Policy 8.3	Recruitment and Employment of Educators	Policy 8.12	Employee Qualifications – Monitoring Progress
Policy 8.4	Educator Professional Development and Learning	Policy 8.13	Employee Health

Policy 9.5	Complaints Handling	Policy 10.6	Supervisor Certificate
Policy 10.1	Quality Compliance	Policy 10.10	Managing Compliance within the Service
Policy 10.3	Budgeting and Planning		

7.1.4 Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning

Policy 1.1	Philosophy Statement	Policy 8.9	Employee Code of Conduct
Policy 1.2	Goals	Policy 8.10	Employee Orientation and Induction
Policy 2.3	Educator Ratios	Policy 8.12	Employee Qualifications – Monitoring Progress
Policy 2.6	Behaviour Support and Management	Policy 8.13	Employee Health
Policy 3.1	Educational Program Planning	Policy 10.1	Quality Compliance
Policy 3.3	Educators Practice	Policy 10.5	Approval Requirements under Legislation
Policy 5.2	Food and Nutrition	Policy 10.6	Supervisor Certificate
Policy 8.1	Role and Expectations of Educators	Policy 10.9	Risk Management and Compliance
Policy 8.2	Educational Leader	Policy 10.10	Managing Compliance within the Service
Policy 8.3	Recruitment and Employment of Educators	Policy 10.16	Intellectual Property and Copyright
Policy 8.4	Educator Professional Development and Learning		
Policy 8.8	Employee Performance Monitoring, Review and Management		

7.1.5 Adults working with children and young people and those engaged in the management of the service or residing on the premises are fit and proper

Policy 1.1	Philosophy Statement	Policy 8.8	Employee Performance Monitoring, Review and Management
Policy 1.2	Goals	Policy 8.9	Employee Code of Conduct
Policy 2.2	Statement of Commitment to the Safety and Wellbeing of Children and young people and the Protection of Children and young people from Harm	Policy 8.10	Employee Orientation and Induction
Policy 2.3	Educator Ratios	Policy 8.13	Employee Health
Policy 2.6	Behaviour Support and Management	Policy 9.3	Communication with Families
Policy 2.9	Inclusion and Anti-Bias	Policy 9.5	Complaints Handling
Policy 2.10	Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm	Policy 9.6	Parent and Community Participation
Policy 8.1	Role and Expectations of Educators	Policy 10.1	Quality Compliance
Policy 8.2	Educational Leader	Policy 10.2	Role and Composition of Management Committee
Policy 8.3	Recruitment and Employment of Educators	Policy 10.6	Supervisor Certificate
Policy 8.5	Volunteers	Policy 10.8	Information Handling (Privacy and Confidentiality)
Policy 8.6	Employee and Volunteer Grievance	Policy 10.9	Risk Management and Compliance
		Policy 10.10	Managing Compliance within the Service

7.2 There is a commitment to continuous improvement

7.2.1 A statement of philosophy is developed which guides all aspects of the service's operations

Policy 1.1	Philosophy Statement	Policy 2.11	Including Children and young people with Special/Additional Needs
Policy 1.2	Goals	Policy 3.1	Educational Program Planning
Policy 2.1	Respect for Children and young people	Policy 3.2	Program and Documentation Evaluation
Policy 2.9	Inclusion and Anti-Bias		

Policy 3.3	Educators Practice	Policy 9.1	Access
Policy 3.5	Excursions	Policy 9.2	Enrolment
Policy 3.7	Physical Activity	Policy 9.3	Communication with Families
Policy 3.9	Creativity and Expressive Arts	Policy 9.5	Complaints Handling
Policy 3.10	Observational Recording	Policy 9.6	Parent and Community Participation
Policy 5.2	Food and Nutrition	Policy 10.1	Quality Compliance
Policy 6.3	Workplace Health and Safety	Policy 10.5	Approval Requirements under Legislation
Policy 8.1	Role and Expectations of Educators	Policy 10.8	Information Handling (Privacy and Confidentiality)
Policy 8.2	Educational Leader	Policy 10.11	Management Code of Conduct
Policy 8.3	Recruitment and Employment of Educators	Policy 10.12	Information Technology
Policy 8.4	Educator Professional Development and Learning	Policy 10.19	Policy Development, Sourcing and Review
Policy 8.9	Employee Code of Conduct		

7.2.2 The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement

Policy 1.1	Philosophy Statement	Policy 8.2	Educational Leader
Policy 1.2	Goals	Policy 8.4	Educator Professional Development and Learning
Policy 2.6	Behaviour Support and Management	Policy 8.6	Employee and Volunteer Grievance
Policy 3.3	Educators Practice	Policy 8.8	Employee Performance Monitoring, Review and Management
Policy 6.3	Workplace Health and Safety	Policy 8.9	Employee Code of Conduct
Policy 8.1	Role and Expectations of Educators		

Policy 8.10 Employee Orientation and Induction

Policy 9.5 Complaints Handling

Policy 10.1 Quality Compliance

Policy 10.10 Managing Compliance within the Service

7.2.3 An effective self-assessment and quality improvement process is in place

Policy 1.1 Philosophy Statement

Policy 1.2 Goals

Policy 2.1 Respect for Children and young people

Policy 2.3 Educator Ratios

Policy 2.9 Inclusion and Anti-Bias

Policy 2.11 Including Children and young people with Special/Additional Needs

Policy 3.1 Educational Program Planning

Policy 3.2 Program and Documentation Evaluation

Policy 3.10 Observational Recording

Policy 5.1 Food Handling and Storage

Policy 5.2 Food and Nutrition

Policy 5.4 Food Audit

Policy 5.5 Cleaning and Sanitising

Policy 6.1 Space and Facilities Requirement

Policy 7.2 Drills and Evacuations

Policy 8.1 Role and Expectations of Educators

Policy 8.2 Educational Leader

Policy 8.4 Educator Professional Development and Learning

Policy 8.8 Employee Performance Monitoring, Review and Management

Policy 8.10 Employee Orientation and Induction

Policy 9.2 Enrolment

Policy 9.3 Communication with Families

Policy 9.5 Complaints Handling

Policy 9.6 Parent and Community Participation

Policy 10.1 Quality Compliance

Policy 10.3 Budgeting and Planning

Policy 10.9 Risk Management and Compliance

Policy 10.10 Managing Compliance within the Service

Policy 10.17 Strategic Planning

Policy 10.19 Policy Development, Sourcing and Review

7.3 Administrative systems enable the effective management of a quality service

1.3.1 Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements

Policy 1.1	Philosophy Statement	Policy 3.10	Observational Recording
Policy 1.2	Goals	Policy 3.11	Escorting Children and young people
Policy 2.3	Educator Ratios	Policy 4.1	General Health and Safety
Policy 2.4	Arrivals and Departures of Children and young people	Policy 4.2	Infectious Diseases
Policy 2.5	Reporting of Child Abuse	Policy 4.5	Illness and Injury
Policy 2.6	Behaviour Support and Management	Policy 4.6	Medication
Policy 2.7	Exclusion for Behavioural Reasons	Policy 4.9	Children and young people's Toileting
Policy 2.8	Anti-Bullying	Policy 4.10	Anaphylaxis Management
Policy 2.10	Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm	Policy 4.11	Emergency Health and Medical Procedure Management
Policy 2.11	Including Children and young people with Special/Additional Needs	Policy 4.15	Asthma
Policy 2.13	Use of Photographic and Video Images of Children and young people	Policy 5.2	Food and Nutrition
Policy 2.14	Bookings and Cancellations	Policy 6.3	Workplace Health and Safety
Policy 3.2	Program and Documentation Evaluation	Policy 7.2	Drills and Evacuations
Policy 3.5	Excursions	Policy 7.3	Harassment and Lock Down
Policy 3.8	Extra - Curricular Activities	Policy 8.1	Role and Expectations of Educators
		Policy 8.2	Educational Leader
		Policy 8.3	Recruitment and Employment of Educators

Policy 8.4	Educator Professional Development and Learning	Policy 9.5	Complaints Handling
Policy 8.5	Volunteers	Policy 10.1	Quality Compliance
Policy 8.6	Employee and Volunteer Grievance	Policy 10.2	Role and Composition of Management Committee
Policy 8.7	Workplace Harassment and Bullying	Policy 10.3	Budgeting and Planning
Policy 8.8	Employee Performance Monitoring, Review and Management	Policy 10.4	Fees
Policy 8.10	Employee Orientation and Induction	Policy 10.5	Approval Requirements under Legislation
Policy 8.11	Employee Leave	Policy 10.6	Supervisor Certificate
Policy 8.12	Employee Qualifications – Monitoring Progress	Policy 10.7	Insuring Risks
Policy 8.13	Employee Health	Policy 10.8	Information Handling (Privacy and Confidentiality)
Policy 8.15	Children and young people of Employees	Policy 10.9	Risk Management and Compliance
Policy 8.16	Employee Immunisation	Policy 10.10	Managing Compliance within the Service
Policy 9.2	Enrolment	Policy 10.14	Record Back-up and Off-site Information Handling
Policy 9.3	Communication with Families	Policy 10.18	Court Orders and the Release of Children and young people in Care

7.3.2 Administrative systems are established and maintained to ensure the effective operations of the service

Policy 1.1	Philosophy Statement	people and the Protection of Children and young people from Harm	
Policy 1.2	Goals		
Policy 2.2	Statement of Commitment to the Safety and Wellbeing of Children and young	Policy 2.3	Educator Ratios
		Policy 2.4	Arrivals and Departures of Children and young people

Policy 2.5	Reporting of Child Abuse	Policy 4.11	Emergency Health and Medical Procedure Management
Policy 2.6	Behaviour Support and Management	Policy 4.14	Infectious Diseases Response Strategy
Policy 2.7	Exclusion for Behavioural Reasons	Policy 4.15	Asthma
Policy 2.8	Anti-Bullying	Policy 5.2	Food and Nutrition
Policy 2.10	Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm	Policy 5.4	Food Audit
Policy 2.11	Including Children and young people with Special/Additional Needs	Policy 5.5	Cleaning and Sanitising
Policy 2.12	Managing Duty of Care - Non-Attending Children and young people	Policy 6.3	Workplace Health and Safety
Policy 2.13	Use of Photographic and Video Images of Children and young people	Policy 7.1	Emergency Equipment and Facilities
Policy 2.14	Bookings and Cancellations	Policy 7.2	Drills and Evacuations
Policy 3.2	Program and Documentation Evaluation	Policy 7.3	Harassment and Lock Down
Policy 3.3	Educators Practice	Policy 7.4	Fire Safety Compliance
Policy 3.5	Excursions	Policy 8.2	Educational Leader
Policy 3.11	Escorting Children and young people	Policy 8.3	Recruitment and Employment of Educators
Policy 4.2	Infectious Diseases	Policy 8.4	Educator Professional Development and Learning
Policy 4.5	Illness and Injury	Policy 8.5	Volunteers
Policy 4.6	Medication	Policy 8.6	Employee and Volunteer Grievance
Policy 4.8	Sun Safety	Policy 8.7	Workplace Harassment and Bullying
Policy 4.10	Anaphylaxis Management	Policy 8.8	Employee Performance Monitoring, Review and Management
		Policy 8.9	Employee Code of Conduct

Policy 8.10	Employee Orientation and Induction	Policy 10.4	Fees
Policy 8.11	Employee Leave	Policy 10.5	Approval Requirements under Legislation
Policy 8.12	Employee Qualifications – Monitoring Progress	Policy 10.6	Supervisor Certificate
Policy 8.13	Employee Health	Policy 10.7	Insuring Risks
Policy 8.15	Children and young people of Employees	Policy 10.8	Information Handling (Privacy and Confidentiality)
Policy 8.16	Employee Immunisation	Policy 10.9	Risk Management and Compliance
Policy 9.1	Access	Policy 10.10	Managing Compliance within the Service
Policy 9.2	Enrolment	Policy 10.11	Management Code of Conduct
Policy 9.3	Communication with Families	Policy 10.13	Purchasing
Policy 9.5	Complaints Handling	Policy 10.14	Record Back-up and Off-site Information Handling
Policy 9.6	Parent and Community Participation	Policy 10.15	Asset Management
Policy 9.7	Management of Intoxicated or Persons Under the Influence	Policy 10.16	Intellectual Property and Copyright
Policy 9.8	Parent Conduct	Policy 10.17	Strategic Planning
Policy 10.1	Quality Compliance	Policy 10.18	Court Orders and the Release of Children and young people in Care
Policy 10.2	Role and Composition of Management Committee	Policy 10.19	Policy Development, Sourcing and Review
Policy 10.3	Budgeting and Planning		

3.3 The Regulatory Authority is notified about any relevant changes to the operation of the service, of serious incidents and of any complaints which allege a breach of legislation

Policy 1.1	Philosophy Statement	Policy 1.2	Goals
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Policy 2.3 Educator Ratios

Policy 2.5 Reporting of Child Abuse

Policy 2.10 Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm

Policy 4.5 Illness and Injury

Policy 7.2 Drills and Evacuations

Policy 7.3 Harassment and Lock Down

Policy 8.2 Educational Leader

Policy 8.6 Employee and Volunteer Grievance

Policy 8.9 Employee Code of Conduct

Policy 9.5 Complaints Handling

Policy 10.1 Quality Compliance

Policy 10.2 Role and Composition of Management Committee

Policy 10.5 Approval Requirements under Legislation

Policy 10.6 Supervisor Certificate

Policy 10.7 Insuring Risks

Policy 10.9 Risk Management and Compliance

Policy 10.10 Managing Compliance within the Service

7.3.4 Processes are place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner

Policy 1.1 Philosophy Statement

Policy 1.2 Goals

Policy 2.4 Arrivals and Departures of Children and young people

Policy 2.5 Reporting of Child Abuse

Policy 2.6 Behaviour Support and Management

Policy 2.7 Exclusion for Behavioural Reasons

Policy 2.8 Anti-Bullying

Policy 2.9 Inclusion and Anti-Bias

Policy 2.10 Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm

Policy 2.11 Including Children and young people with Special/Additional Needs

Policy 2.14 Bookings and Cancellations

Policy 3.3 Educators Practice

Policy 3.8 Extra - Curricular Activities

Policy 6.4 Shared Facilities

Policy 8.6 Employee and Volunteer Grievance

Policy 8.7 Workplace Harassment and Bullying

Policy 8.8 Employee Performance Monitoring, Review and Management

Policy 8.9 Employee Code of Conduct

Policy 8.11 Employee Leave

Policy 8.13 Employee Health

Policy 8.15 Children and young people of Employees

Policy 8.16 Employee Immunisation

Policy 9.1 Access

Policy 9.2 Enrolment

Policy 9.3 Communication with Families

Policy 9.5 Complaints Handling

Policy 9.6 Parent and Community Participation

Policy 9.7 Management of Intoxicated or Persons Under the Influence

Policy 9.8 Parent Conduct

Policy 10.1 Quality Compliance

Policy 10.2 Role and Composition of Management Committee

Policy 10.4 Fees

Policy 10.8 Information Handling (Privacy and Confidentiality)

Policy 10.10 Managing Compliance within the Service

Policy 10.11 Management Code of Conduct

Policy 10.16 Intellectual Property and Copyright

Policy 10.18 Court Orders and the Release of Children and young people in Care

7.3.5 Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly

Policy 1.1	Philosophy Statement	Policy 3.2	Program and Documentation Evaluation
Policy 1.2	Goals	Policy 3.3	Educators Practice
Policy 2.1	Respect for Children and young people	Policy 3.4	Homework
Policy 2.2	Statement of Commitment to the Safety and Wellbeing of Children and young people and the Protection of Children and young people from Harm	Policy 3.5	Excursions
Policy 2.3	Educator Ratios	Policy 3.6	Transport for Excursions
Policy 2.4	Arrivals and Departures of Children and young people	Policy 3.7	Physical Activity
Policy 2.5	Reporting of Child Abuse	Policy 3.8	Extra - Curricular Activities
Policy 2.6	Behaviour Support and Management	Policy 3.9	Creativity and Expressive Arts
Policy 2.7	Exclusion for Behavioural Reasons	Policy 3.10	Observational Recording
Policy 2.8	Anti-Bullying	Policy 3.11	Escorting Children and young people
Policy 2.9	Inclusion and Anti-Bias	Policy 4.1	General Health and Safety
Policy 2.10	Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm	Policy 4.2	Infectious Diseases
Policy 2.11	Including Children and young people with Special/Additional Needs	Policy 4.3	Hygiene
Policy 2.12	Managing Duty of Care - Non-Attending Children and young people	Policy 4.4	Preventative Health and Wellbeing
Policy 2.13	Use of Photographic and Video Images of Children and young people	Policy 4.5	Illness and Injury
Policy 2.14	Bookings and Cancellations	Policy 4.6	Medication
		Policy 4.7	Keeping of Animals
		Policy 4.8	Sun Safety
		Policy 4.9	Children and young people's Toileting
		Policy 4.10	Anaphylaxis Management
		Policy 4.11	Emergency Health and Medical Procedure Management

Policy 4.12	Non Smoking	Policy 8.6	Employee and Volunteer Grievance
Policy 4.13	First Aid Waste Management	Policy 8.7	Workplace Harassment and Bullying
Policy 4.14	Infectious Diseases Response Strategy	Policy 8.8	Employee Performance Monitoring, Review and Management
Policy 4.15	Asthma	Policy 8.9	Employee Code of Conduct
Policy 4.16	Vehicle Restraint	Policy 8.10	Employee Orientation and Induction
Policy 5.1	Food Handling and Storage	Policy 8.11	Employee Leave
Policy 5.2	Food and Nutrition	Policy 8.12	Employee Qualifications – Monitoring Progress
Policy 5.4	Food Audit	Policy 8.13	Employee Health
Policy 5.5	Cleaning and Sanitising	Policy 8.15	Children and young people of Employees
Policy 6.2	Provision of Resources and Equipment	Policy 8.16	Employee Immunisation
Policy 6.3	Workplace Health and Safety	Policy 9.1	Access
Policy 7.1	Emergency Equipment and Facilities	Policy 9.2	Enrolment
Policy 7.2	Drills and Evacuations	Policy 9.3	Communication with Families
Policy 7.3	Harassment and Lock Down	Policy 9.5	Complaints Handling
Policy 7.4	Fire Safety Compliance	Policy 9.6	Parent and Community Participation
Policy 8.1	Role and Expectations of Educators	Policy 9.7	Management of Intoxicated or Persons Under the Influence
Policy 8.2	Educational Leader	Policy 10.1	Quality Compliance
Policy 8.3	Recruitment and Employment of Educators	Policy 10.2	Role and Composition of Management Committee
Policy 8.4	Educator Professional Development and Learning		
Policy 8.5	Volunteers		

Policy 10.4	Fees	Policy 10.11	Management Code of Conduct
Policy 10.6	Supervisor Certificate	Policy 10.12	Information Technology
Policy 10.7	Insuring Risks	Policy 10.13	Purchasing
Policy 10.8	Information Handling (Privacy and Confidentiality)	Policy 10.14	Record Back-up and Off-site Information Handling
Policy 10.9	Risk Management and Compliance	Policy 10.17	Strategic Planning
Policy 10.10	Managing Compliance within the Service	Policy 10.18	Court Orders and the Release of Children and young people in Care

Appendix B

Key Terms used in this manual

In this Manual, the following expressions have the meaning shown:

‘Education and Care Services National Law Act, 2010’ is available on line at

[http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/51dea49770555ea6ca256da4001b90cd/B73164FE5DA2112DCA2577BA0014D9ED/\\$FILE/10-069a.pdf](http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/51dea49770555ea6ca256da4001b90cd/B73164FE5DA2112DCA2577BA0014D9ED/$FILE/10-069a.pdf)

“Regulations 2011” means Regulations issued under the Education and Care Services National Law 2010 and is available on line at www.acecqa.gov.au.

“Duty of Care” means the legal duty which people have, under the rules of negligence, to take care to protect others from harm. The rules of duty of care are not found in a statute instead, these rules come from case law decided by the courts and are always changing. For a brief explanation of duty of care, see Chapter 3 of this Manual. However, Services must always take careful and ongoing advice to understand its obligations under the legal duty of care of those who have the care of children and young people.

“ACECQA” means the Australian Children and young people’s Education and Care Quality Authority (go to www.acecqa.gov.au for more information).

“NQF” means National Quality Framework (see Chapter 3).

“National Quality Standards” means the 7 Quality Areas as articulated in the Guide to the National Quality Standard, published by the Australian Children and young people’s Education and Care Quality Authority (NB these are as at the date of publication; users must check on the ACECQA website whether there have been any changes since publication of this Manual).

“Quality Officer” means the Co-ordinator or other person appointed to make sure that the Service complies with the NQS requirements (see Policy 10.1).

“Standard” is a reference to one of the numbered Standards, which falls under one of the 7 NQS Areas. For instance, a reference to ‘4.1’ means Standard 4.1, which is to be found in Quality Area 4, which relates to staffing arrangements.

“Element” is a reference to one of the numbered Elements, which falls under one of the 7 NQS Areas. For instance, a reference to ‘6.1.1’ means Element 6.1.1, which is to be found in Quality Area 6, which relates to effective enrolment and orientation processes for families.

“SAC” means School Age Care.

“(Part 4.2)” or “(90(2))” or other similar references which appear in any of the sample policies or procedures is a reference to the numbered section or sections of the Education and Care Services National Regulations, 2011.

Appendix: C

Resources

Some useful information can also be obtained from:

Education and Care Services National Law 2010 available from

[http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/51dea49770555ea6ca256da4001b90cd/B73164FE5DA2112DCA2577BA0014D9ED/\\$FILE/10-069a.pdf](http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/51dea49770555ea6ca256da4001b90cd/B73164FE5DA2112DCA2577BA0014D9ED/$FILE/10-069a.pdf)

Information on Commission for Children and young people and Young People Act, 2000 (Qld) - protection of children and young people, obtaining worker clearances etc. can be obtained from the Commission for Children and young people and Young People at www.ccypcg.qld.gov.au

All other Queensland legislation is available from **www.legislation.qld.gov.au**

Child Care Act, 1972 (Cwlth) available from www.comlaw.gov.au or from the Australian Government Printers

Queensland Children and young people's Activities Network (QCAN) Inc. at www.qcan.org.au

Health and infectious diseases information is available from the Commonwealth Government at a number of sites, including www.health.gov.au and www.cda.gov.au or from Queensland Health at www.health.qld.gov.au

Australian Standards (e.g., equipment, risk management, food handling) are available for purchase from Standards Australia <http://www.standards.org.au>

Workplace Health and Safety information is available from the Queensland Department of Industrial Relations at <http://www.deir.qld.gov.au/workplace>

Information on child care issues generally are available from the Queensland Government Department of Education and Training - Office for Early Childhood Education and Care at <http://deta.qld.gov.au/earlychildhood> or the Australian Government Department of Employment, Education and Workplace Relations at www.deewr.gov.au

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